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ABSTRACT

This bibliography features an extensive collection of articles and books on the subject of school-community relations. Topics covered include school-community relations (general); program, organization, and administration. school-community relations activities; school-community relations processes; specific publics; political aspects; research; and a bibliography of bibliographies. The varied selection of books and articles are current to 1978 and many of the entries are annotated. (Author/LD)

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Theoretical Paper No. 78

SCHOOL-COMMUNITY RELATIONS:
A COMPREHENSIVE BIBLIOGRAPHY

by

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Report from the Project on
Studies of Administration and Organization for Instruction

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MISSION STATEMENT

The mission of the Wisconsin Research and Development Center is to improve the quality of education by addressing the full range of issues and problems related to individualized schooling. Teaching, learning, and the problems of individualization are given concurrent attention in the Center's efforts to discover processes and develop strategies and materials for use in the schools. The Center pursues its mission by

- conducting and synthesizing research to clarify the processes of school-age children's learning and development
- conducting and synthesizing research to clarify effective approaches to teaching students basic skills and concepts
- developing and demonstrating improved instructional strategies, processes, and materials for students, teachers, and school administrators
- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

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WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR INDIVIDUALIZED SCHOOLING

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ABSTRACT

Since 1973 the School-Community relations Project at the Wisconsin Research and Development Center for Individualized Schooling has been involved in research related to the establishment of school-community relations programs at the school site. In addition to several research reports, the project has produced a state of the art paper on school-community relations (1975), a casebook illustrating the place of school-community relations in the implementation of an educational innovation (IGE), and a series of practical, hands-on materials to improve school-community relations. In connection with this research an extensive and wide-ranging collection of articles and books have been reviewed by the project staff. In order to share this collection with others interested in school-community relations, this bibliography has been developed. The following range of topics has been covered and all relate to the central theme of school-community relations: (1) school-community relations (general); (2) program, organization, and administration (change, innovation, assessment, and evaluation); (3) school-community relations activities (committees, elections-bonds-referenda, paraprofessionals, volunteers, aides, community resources, attitudes, and community education); (4) school-community relations processes (communication, involvement, participation, and conflict resolution); (5) specific publics (school boards and parents); (6) political aspects (politics of education and community power); (7) research; and (8) a bibliography of bibliographies. The varied selection of books and articles are current

to 1978 with many of the entries being annotated. It is the intention of the Project that this extensive bibliography will help lead to a better understanding of and appreciation for the ongoing, dynamic, and highly complex relationship among the home, school, and community.

INTRODUCTION

Since 1973 the School-Community Relations Project at the Wisconsin Research and Development Center for Individualized Schooling has been involved in research related to the establishment of a supportive relationship among the school and community. In addition to several research reports, the project has produced a state of the art paper on school-community relations (1975), a casebook illustrating the place of school-community relations in the implementation of an educational innovation (IGE), and a series of practical, hands-on materials to improve school-community relations.

Over the years, an extensive and wide-ranging collection of articles and books have been reviewed by the project staff. In order to share this collection with others interested in school-community relations, this bibliography has been developed. The bibliography is current to 1978 and contains a varied selection on articles and books, many of which are annotated. As shown in the table of contents, a broad range of topics has been covered, all of which relate to the central theme of school-community relations.

The organization of this bibliography has been based on three guidelines for school-community relations:

1. The entire school needs to be involved in creating good school-community relations. Teachers, students, noncertified staff, and parents, as well as the principal, must be involved in the school-community relations program.

2. The entire community must also be committed to creating good school-community relations. The school community includes more than the parents of students at the school. Senior citizens, business people, parochial school parents, and parents of preschoolers are important members of the school community.

3. Good school-community relations include more than mere communication with the school community. Two-way communication between the community and the school is essential, but it is not sufficient. The creation of a supportive relationship requires community participation in decision making, community involvement of time and resources in the school program, and resolution of school-community problems which exist.

An important result of the work of the project has been the development of a programmatic model that draws together the essential elements of school-community relations. The model is composed of three major components; program, processes, and goals. The first component is a planned program of activities with stated objectives, specifically assigned staff roles and responsibilities, and a framework for evaluation that would be organized based upon a systematic needs assessment. The second component consists of a set of processes which operate throughout the program of activities. These processes are communication, involvement, participation, and resolution. The third component consists of integrated goals that may be attained based upon the program and processes. These goals are legitimacy, support, achievement, and child growth and development.

The bibliography contained here is partly based upon the belief that an effective school-community relations program is good, practical politics. However, this politics is not of the partisan or controversial variety, but of the type which determines the nature of the community in which people live, the sort of schools provided, and the kind of educational program conducted.

Schools become involved in many activities directed at creating good relationships among school and community. Unfortunately, these activities are often unrelated and unfocused. By establishing a school-community relations program, rather than simply participating in a set of relatively isolated activities, a school can begin to develop a mutually supportive relationship among the school and community. It is the intent of the Project that this extensive bibliography will help lead to a better understanding of and appreciation for the ongoing, dynamic, and highly complex relationship among the school and community.

SCHOOL-COMMUNITY RELATIONS: A BIBLIOGRAPHY

School-Community Relations

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- Baca, D. School and community. National Elementary Principal, November 1970, 50, 53-55.
- Baker, E. L. Parents, teachers, and students as data sources for the selection of instructional goals. American Educational Research Journal, Summer 1972, 9(3), 403.
- Ballesteros, D. Community-based education: A program to improve home school communication. California Journal of Educational Research, November 1974, 25, 281-288.
- Banach, W. J., & Westley, L. Public relations, computers, and election success. Paper presented at Educational Data Systems Association meeting, St. Paul, Minnisota, May 1972. (ED 63636)
- Bartels, L. I. Supports and constraints to home-school-community relations in an urban inner-city IGE school. Research and Development Center, University of Wisconsin, 1978.
- Belasco, J. A. et al. School-community relations. Paper presented at the annual meeting of the American Education Research Association, Minneapolis, Minnesota, March 1970.
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Bowles, B.D., Fruth, J. J., & Moser, R. H. Home-school-community relations in ICE. In H. J. Klausmeier, R. A. Rossmiller, & M. Saily (Eds.), Individually guided education, concepts and practices. New York: Academic Press, 1977.

Bowles, B. D., & Fruth, M. J. Improving home-school-community relations. In J. M. Lipham & M. J. Fruth (Eds.), The principal and individually guided education. Reading, Massachusetts: Addison-Wesley, 1976.

Bowles, B. D., & Miles, W. R. Home-school-community relations as a political process: Four exploratory field studies. Wisconsin Research and Development Center, University of Wisconsin-Madison, December 1975.

Home-school-community relations, when reviewing the literature, often involves many different sets of concepts. Most often a functional approach is taken focusing attention on media, advisory committees, and PTAs. This paper applies the political conceptual frameworks of community typology, policy process, and zone of tolerance to analyze the neighborhood school attendance areas.

Bowman, J., Freeman, L., Olson, P. A., & Pieper, J. Of education and human community. Lincoln, Nebraska: University of Nebraska, 1972.

Braun, H. J., III. The evaluation of power as it is related to the involvement of lay leadership in school-community relations. Unpublished doctoral dissertation, University of Missouri, 1971.

There is increasing evidence that educators are finding it more difficult to obtain the necessary financial support needed to

maintain sound educational programs. One of the reasons frequently given by concerned individuals is based on the argument that public education has found increasing difficulty in competing for priority status with many of the other institutions, both public and private.

The competition for funds and loyalties has motivated many educators to view school community relations as the focal point in their attempt to enhance moral and financial support of public education.

The purpose of this study was to ascertain whether or not a power structure exists among professional educators and lay citizens in a suburban school district, and if one does exist, to evaluate the effects of its influence on educational issues in order that lay leadership within that school district may be utilized more effectively in school community relations.

Brey, G. An investigation of school-community relations programs in major school districts. A Review of the Literature. November 1970. (ED 044 823)

Britton, J. O., & Britton, J. H. Schools serving the total family and community. Family Coordinator, October 1970, 19(4), 308-315.

Burbach, H. J., & Esposito, J. P. Organizational plan: School and community. The Clearing House, January 1974, 48, 281-284.

Burnett, J. H., & Burnett, J. R. Twelve issues in school-community relations in the present period. Part four: The school and society. Association for Supervision and Curriculum Development Yearbook, 1972, pp. 345-371. (EJ 61344)

What the Burnett's have done is to apply the idea of community control of home school relations with the ideas of progressive education, particularly looking at some of Dewey's notions and bringing it up to today. It is a theoretical paper; it gives some interesting history, some interesting background, it might be useful for background work in dissertations. It does have a very excellent set of references at the back.

Campbell, B. 63 tested practices in school-community relations.

New York Metropolitan School Study Council, 1954.

Carter, R. F., & Oddell, W. R. The structure and process of school community relations. Volume V. A summary. Stanford, California: Institute for Communications Research, Stanford University, 1966.

Condenses the four technical studies (volumes I through V) to provide an outline of primary factors affecting school-community relations.

Capocy, J. S. Human relations and the school community. Education, March 1970, 58, 276-279+.

Carter, R. F., & Suttoff, J. Communities and their schools. (U.S. Department of Health, Education, and Welfare, U.S. Office of Education, Cooperative Research Project #308). Stanford, California: Stanford University, 1960.

This is a study which measures community understanding of school issues. It discusses how this understanding is secured and how it is related to financial support of schools. The authors also provide

data to answer the questions: What makes a difference in school-community relations? How well do informants evaluate factors in school-community relations? How do State legal provisions affect school-community relations? It provides good instruments to show what problems exist in a school-community relationship.

Citizens, businessmen, and educators: The elements to better school-community relations. An occasional paper. Dayton, Ohio: Institute for Development of Educational Activities, 1972. (ED 75892)

Communications public relations. A handbook on school-community relations. (revised). Albany, New York: New York State School Boards Association, Inc., 1973. (ED 12770)

Copeland, R. E. et al. Effects of a school principal praising parents for student attendance. Educational Techniques, July 1972, 12, 56-59.

Cousine, N. Layman as ally in education. The School Counselor, March 1974, 21, 260-265.

Crews, A. Problems and promises home-school cooperation. Journal of the International Association of Pupil Personnel Workers, March 1976, 20(2), 62-65. (EJ 137680)

Criscuolo, N. P. PR and the classroom teacher. Education Digest, March 1977, 42, 46-47.

Cutlip, S. C., & Center, A. H. Effective public relations (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Dady, M. B. Improving school-community relations. Journal of Research and Development in Education, Winter 1972, 5(2), 91-94. (EJ 56756)

Restoring the public's faith in the public schools is viewed as the major goal, for the public schools to survive as a viable institution. To achieve that goal, two approaches are developed. (1) to remove the causes that have contributed to the public's lack of confidence and (2) to return to simpler, face-to-face relationships with laymen.

The objective of restoring the public's confidence in public schools is a growing target in school administration. The grassroots and emerging approaches presented in the paper would be useful to develop an instrument for measuring the practices of home-school-community relations.

Darling, A. (Conference reporter). Better school-community relations.

Dayton, Ohio: Institute for Development of Educational Activities, 1972.

Diener, J. M. Identification and evaluation of the home-school-communications program in thirteen individually guided education schools in Alabama. Unpublished doctoral dissertation, Auburn University, 1972.

Driscoll, E. R., & Goodsell, D. R. School and community. Independent School Bulletin, December 1973, 33, 26-30.

Eustance, G. R. Schools and the community they serve. Trends in Education, Spring 1975, 3, 33-38.

Fein, L. J. The ecology of the public schools. New York: Pegasus, 1971.

Fein's book is an attempt to apply theoretical concepts regarding liberalism, Negroes, and community to the failure of integration in

the city and the issues of community control and equal education. It is heavily sociological in interpretation, heavily theoretical and uses no empirical data to back up his findings.

Ferge, S. How teachers perceive the relation between school and society. Sociology of Education, Winter 1972, 45, 1-22.

Fessler, R. Model for school-community relations. Educational Technology, November 1975, 15, 52-56.

Fessler, R. Support and opposition in school-community relations. Planning and Changing, 1973, 4, 29-34.

Filbin, R. Do superintendents spend enough time on PR? Phi Delta Kappan, November 1971, 53, 193.

Flemmings, V. M., & McClane, F. L. Planning for effective community school relations: A manual of procedures. New York, New York: Center for Urban Education, 1972. (ED 87981)

Frey, G. A critical review of the literature regarding the transition from static to more functional school community relations. San Diego State, San Diego, California, 1970.

Frey, G. T. Meeting the educational needs of the community: Trends in school-community interaction. Arlington, Virginia, 1970.
ED 46112. (Bibliography)

Fulton, G. P., & Morrison, R. Share it, you'll like it. Journal of College Placement, Spring 1974, 34, 44-48.

Fusco, G. A. Improving your school-community relations program. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Gallemore, S. L. Teacher: Key to an effective public relations program. Physical Education, May 1973, 30, 66-68.

Gelms, K. J. 20 Ideas that work in school public-relations. Thrust, 1977, 6(4), 9.

Gordon, I. J., & Breivogel, W. F. Building effective home-school relationships. Boston: Allyn & Bacon, 1976.

The purpose of this book is to offer practical suggestions for ways in which parents and the school can work together for the enhancement of the learning of children. It is written for the administrator, teacher, parent and school board, for the users of the educational knowledge.

Gorton, R. A. School-community relations: Community structure and involvement. In R. A. Gorton, School administration: Challenge and opportunity for leadership. Dubuque, Iowa: Wm. C. Brown, 1976.

Harding, D. P. R. pointers for principals. Lakewood, Colorado: Jefferson County Public Schools, 1973.

Harding, D. Ten guaranteed ways to destroy community support of your schools. American School Board Journal, November 1973, 160, 47.

Harmon, J. J. A necessity: Public relations. School and Community, December 1971, 58, 17.

It is assumed that good public relations is the development of a cooperative, interactive relationship between the school administrator and the public for the welfare of the child, on the basis of mutual understanding between school and home. The article lists working

principles for school employees to follow in developing 'good' public relations.

- Hawkins, H. L., & Stack, W. B. School building appearance: An important element in good PR. Prepared for presentation at the 24th National Conference of National School Public Relations Association, Houston, July 1977.
- Hiemstra, R. The educative community; linking the community, school and family. Lincoln, Nebraska: Professional Educators Publication, 1972.
- Hoenes, R. School community relations; the effectiveness of four techniques for disseminating information. Unpublished doctoral dissertation, Ohio State, 1970.
- Hoenes, R. L. School-community relations record keeping. Man/Society/Technology, December 1974, 34, 77-80.
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- Home-school relationships: Symposium. Today's Education, November 1975, 64, 68-86.
- Hovet, M. A study to identify and describe effective school community relationships. Unpublished doctoral dissertation, George Washington University, 1971.

How to re-warm your public's support of its schools--and of you.

American School Board Journal, October 1973, 160(10), 20-23.

How to start and improve a public relations program. Evanston,

Illinois: National School Boards Association, 1975.

Hubbell, N. S. Planning a building level PR program, an operation briefing memo for elementary, junior high and senior high principals' service. Waterford, Connecticut: Croft Publications, March 1974.

Hubbell, N. S. What is school community relations? Seminar on School-Community Relations. Muncie, Indiana: Indiana Public School Study Council, 1970. (ED 044 820)

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Iger, A. So you want to rule the (school) world: A Machiavellian guide for destroying school-community relations. Wisconsin School News, August 1977.

Better school-community relations. Dayton, Ohio: Institute for Development of Education Activities, 1973.

Jones, J. J., & Stout, I. W. School public relations: Issues and cases. New York: G. P. Putnam's Sons, 1960. (EJ 134499)

The first chapter gives an overview of the purposes of school public relations. Each succeeding chapter outlines the issues of a topic concerning the school and its public, and contains illustrative brief case studies. Broad topics included are local school boards,

finance, school plant, personnel administration, curriculum, instruction, and community groups.

Jones, J. W. How to stretch the school PR budget, and get closer to citizens at the same time. Journal of Educational Communication, January/February 1976, 1(4), 26-29.

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Karges, M. L. The development and refinement of a model for a home-school-community relations program. University of Wisconsin, Research and Development Center, CCL Documents.

Keith, L. An analysis of recommendations made by inner city residents of Indianapolis for improving school community relations. Unpublished doctoral dissertation, Indiana University, 1970.

Kim, J. E. Home-school community relations: The state of the art (Theoretical Paper No. 61): Madison, Wisconsin: Wisconsin Research and Development Center, December 1976.

Kindred, B., & Gallagher. The school and community relations. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

Kindred's book views the real essence of a dynamic program lying in citizen cooperation and involvement in affairs of the school. It recognizes the need for clear directions to which a School Community Relations Program should be directed, how they should be developed and the essential ingredients that go into them. This book is up-to-date and comprehensive. It discussed far more than any district could afford to implement either in time, money, or personnel. It is a valuable reference for the professional library.

Krupa, W. E. An analysis of home-school-community relations activities in an IGE school (Technical Report No. 369). Madison, Wisconsin: Wisconsin Research and Development Center, August 1976.

Lake, R. V. An analysis of a home-school-community relations program in an IGE school (Technical Report No. 395). Madison, Wisconsin: Wisconsin Research and Development Center, August 1976.

Lemery, J. There is sickness in the schools when. . . School and Community, November 1970, 57(39).

Levin, G., & Stein, D. D. System intervention in a school-community conflict. The Journal of Applied Behavioral Science, 1970, 6(3), 337-363.

Levin, H. M. (Ed.). Community control of schools. New York: Simon and Schuster, 1970.

The failure of big-city schools to provide equal educational opportunity to black Americans and other racial minorities has long been acknowledged by educators and laymen. Community groups have increasingly demanded the power to govern their schools. In order to clarify the issues involved, the Brookings Institution sponsored a Conference on the Community School. For the conference, experts drawn from a variety of disciplines and experiences prepared ten papers for the discussion of the objectives, politics, and mechanics of community control. This volume presents the papers, introduction, and conference summary.

Levine, D. U., & Havighurst, R. J. (Eds.) Farewell to schools??? Worthington, Ohio: Charles A. Jones, 1971.

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- Lindsay, C. School and community. Edinburgh, Scotland: Pergamon Press, 1970.
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- Litwak, E. Linking school and community. National Elementary Principal, May-June 1975, 54(5), 35-40. (EJ 120825)
- Litwak, E., & Meyer, H. J. School, family and neighborhood: The theory and practice of school-community relations. New York: Columbia University Press, 1974.
- Lumpe, G. Need local support? Put your constituents in your board seat for a night; Clayton, MO. American School Board Journal, June 1973, 160, 40-41.
- Marburger, C. School and community - a need for a new relationship. Paper presented at the Annual Meeting of the American Research Association, Los Angeles, California, February 1969. (ED 029 355)
- Mayer, F. Public relations for school personnel. Educational Abstracts,

Midland, Michigan: Pendell Publishing Co., November 1974.

(ED 104 023)

McClane, F. L. et al. Community-school relations workshop: A workshop leader's guide. New York, New York: Center for Urban Education, 1972. (ED 89181)

McCloskey, G. Education and public understanding. New York: Harper and Row, Publishers, 1967.

McGivney, J. H., & Moynihan, W. School and community. Teachers College Record, December 1972, 74(2), 209-224.

Against the traditional geopolitical-horizontal view of community and schools, a conceptual framework is developed by viewing the school as a subsystem of both the local community and of the larger society for the understanding of continuity, change, and conflict in education. To reconceptualize the school as a subsystem in the community and the larger society, initial efforts are given to formulate a heuristic typology of school-community relationships. It is based on Corwin's four ideal types abstracted from the original matrix of the community and the school's predominated orientations (local or cosmopolitan), but it is conceived of dynamic and changing characteristics of the school-community relationship.

Despite critics of a simplistic notion of the position of the schools in relation to the community and larger society, the suggested method of analysis is hoped to provide an expansion upon the identification of local power systems and power holders by calling attention to resources located outside the local community, but having important impact upon it.

Midwinter, E. C. Education and the community. New York: Wiley, 1975.

Miles, W. R., Bowles, B. D., & Fruton, M. O. The implementation of IGE and related home-school-community relations programs and activities (Theoretical Paper # 64). University of Wisconsin-Madison, December 1976.

Moore, E. M. Human rights and home-school communications: A critical review. Educational Review (British), November 1973, 26, 56-66.

Murray, A. Parent power in the schools. Chelmsford, Massachusetts: The Merrimack Education Center, August 1974.

A handbook for principals, parents, and teachers about home-school communication and parent volunteer programs. This publication is an excellent attempt to share with other schools some of the policies and activities which do work.

National Association of Elementary School Principals. Elementary School PR Tool Kit. Arlington, Virginia: 1974.

This is a multimedia package of how-to-do-it resources "that can help principals, teachers, aides, and other school personnel become enthusiastic public relations agents."

National School Public Relations Association. Communications public relations. A handbook on school-community relations (revised). Albany, New York: New York State School Boards Association, Inc., 1973.

Reports research findings which show how proven public relations techniques, in the hands of a competent practitioner, can overcome

the school's credibility gap and improve school-community relations.

Prepared by the ERIC Clearinghouse on Educational Management. 1972.

National School Public Relations Association. Desegregation: How schools are meeting historic challenge. Washington, D.C., 1973.

Where educators stand. Guidelines for successful integration efforts. How to implement a desegregation plan. How community organizations can help. What's ahead in the 1970s.

National School Public Relations Association. Educational public relations standards for programs for professionals. Washington, D.C., 1968.

National School Public Relations Association. Elementary school public relations tool kit: An "all-in-the-family, how-to-do-it".

Washington, D.C., 1974.

A resource that can help principals, custodians, teachers, cooks, aides, secretaries and other personnel to become enthusiastic public relations agents within the school and community. The Tool Kit has two major components: Bridging the Gap in Home-School Communication, a 105-frame color filmstrip with cassette narration designed for use in an elementary school family meeting at which the entire staff helps to put together a public relations program; and The Elementary School PR Tool Kit, a library with more than 90 pages of communications ideas contributed by school administrators and public relations specialists across the country.

National School Public Relations Association. Ethics for educational public relations. Washington, D.C., 1970.

National School Public Relations Association. Human relations: Current trends in school policies and practices. Washington, D.C., 1972.

Explores steps school districts are taking to change attitudes and build foundations of mutual respect and understanding among students, staff members and the community. Looks at such components as employment practices, staff training, curriculum, student activities, school-community relations, federally funded projects.

National School Public Relations Association. Ideas for improving public confidence in public education. Washington, D.C., 1972.

Confronts the hard facts that Americans HAVE lost confidence in their schools. But it goes on to show how, by using the best ideas developed at a national conference of educators and citizens, confidence can be regained. Also describes how to use "brainstorming" techniques to generate ideas.

National School Public Relations Association. Secondary school public relations tool kit. Washington, D.C., 1974.

Similar to the Elementary School PR Tool Kit but geared to the needs of secondary schools, this resource shows how to engage the total school family in a coordinated public relations program. The Tool Kit includes a 112-frame filmstrip with cassette narration, Bridging the Gap in Home-School Communication, and a 96-page library of how-to-do-it communication ideas from successful secondary school PR programs across the country.

National School Public Relations Association. Working with parents. Washington, D.C., 1968.

Suggestions to help teachers develop warm, strong relationships with parents, students and others in the community. What school administrators need to do to create the all-important atmosphere in which public relations activities of classroom teachers can grow.

Norton, S. M. School-community relations: New issues, new needs.

Clearinghouse, May 1970, 44(9), 538-540. (EJ 21345)

Educators can be instrumental in turning the tide toward a more positive basis of school support, if they assume leadership roles in initiating planned action programs. Haphazard school-community relations approaches and token communication efforts will not suffice. Without a concentrated effort by teacher training institutions, research agencies, school personnel, parental groups, and related organizations, piecemeal programs likely will continue and the erosion of both public confidence and support will result.

Ornstein, A. C. Race and politics in school/community relations.

Pacific Palisades, California: Goodyear Publishers, 1974.

Pacacha, C. T. Organizing a speaker's bureau for effective public relations. Clearing House, February 1976, 49, 281-282.

Parker, L. A. Community relations guidebook: Building public understanding for your agency. Madison, Wisconsin: Department of Communication, University of Wisconsin-Extension, 1974.

To have an effective community relations program you must communicate with people, and the problems are basically the same whether you are approaching an individual or the masses. This guidebook

deals with community relations technique that can be applied to institutional agencies. It also deals with mass communications and individual person-to-person communications.

Pennsylvania School Boards Association. PR for principals. Harrisburg, Pennsylvania, 1970.

Piele, P. School-community relations. Center for Advanced Study of Educational Administration, Oregon University, 1969. (ED 030 216)

Pinson, G. W. Current trends and practices in school public relations, a research project. Commerce, Texas: East Texas School Study Council, 1967.

Principal and public relations; symposium. National Association of Secondary School Principals Bulletin, January 1974, 58, 1-99.

Public relations; symposium. Man/Society/Technology, December 1974, 34, 72-84+.

Raskas, H. Home-school visits: Simformation 3. University of Wisconsin, CCL Document Service, June 1977.

Rempel, G. A. How the custodian operates as a public relations agent. Nation's Schools, September 1955, 56(3).

Roberts, D. J., & Tyler, I. K. Bridging the gap between schools and communities: The case for changes in attitudes. Journal of Research and Development in Education, Winter 1977, 10, 15-25.

Roberts, D. J. Developing an interaction matrix (intermat) for school-community relations. Unpublished doctoral dissertation, Ohio State University, 1973.

It was the purpose of this study (1) to develop a model for school-community interaction (Intermat) as a basis for designing school-community relations programs; (2) to field test the model in an Ohio public school district; (3) to analyze results of the field test; (4) to modify the model; and, (5) to draw conclusions and implications for further research relative to the preparation and operation of public school district school-community relations programs.

Saxe, R. W. (Ed.). Opening the schools. Berkeley, California:

McCutchan Publishing Corporation, 1972.

Saxe, R. W. School-community interaction. Berkeley, California:

McCutchan Publishing Corporation, 1975.

Saxe, R. W. The multiunit school and the community. Elementary School Journal, November 1974, 75(2), 103-111. (EJ 106 275)

School and community: Partners in education; symposium. Instructor, August 1972, 82, 53-66.

The school as a community. Theory Into Practice, 11(1).

The entire issue of TIP is devoted to school and community and it has a variety of articles, some of them empirically motivated and some of them theoretical which gives an interesting perspective on home-school relations and analysis of the different issues involved.

School-community relations. National Association of Secondary School Principals Bulletin, January 1971, 55, 90-93.

The School Public Relations Administrator (1970-71). Educational research service circular, no. 3. Washington: American Association of School Administrators and NEA Research Division, 1971.

Schumack, K. A. The principal and the community. Paper presented at the Annual Meeting of the National Association of Elementary School Principals, Atlantic City, New Jersey, April 1976. (ED 123 808)

Selden, D. Teachers and community: Partners or enemies? An essay. Journal of Education, August 1976, 158, 31-47.

Sestak, M. E., & Frerich, D. D. The principal's role in school-community relations. In Selected articles for elementary principals. Washington, D.C.: Department of Elementary Principals, NEA, 1968.

School-Community relations has two main functions: (1) to raise the level of public understanding through information programs, and (2) to enlist community support by drawing citizens into meaningful participation in school affairs. The need for school-community relations programs is threefold: (1) the education board's legal and ethical accountability to the public, (2) the public school's dependence upon the extent that it holds the understanding, interest, and confidence of the people, and (3) cooperation by all the elements of a community for the best education of children. By focusing attention toward the role of the principal in school-community relations, this article discusses his duties such as organizing the school for public relations, working with the staff, working with the community, and constant evaluation of all school programs.

Sokol, A. P. A school serving a community in transition: A study in school-community relations. A research report of University City School District, 1971.

The field of school-community relations has been of interest to educators and social scientists alike. Of particular interest has been the manner in which the local schools respond to the power environment in the local community. Of theoretical interest is the five-fold classification of responses schools can make to the power environment of the community identified by one sociologist. They are: (1) passive adaptation; (2) coalition; (3) cooptation; (4) bargaining; and (5) competition.

For this study, a survey of the major developments in both the community and the schools was conducted. The items selected were those which would seem to have had a major influence upon school-community relationships in University City. It was expected that, through examination of school-community relationships in a genuine setting, theoretical relationships could be explored and information would be provided concerning the manner in which the schools have attempted to serve the educational needs of a changing community.

Stearns, H. L. Community relations and the public schools. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955.

This publication contains a good listing of various community groups (parents, clubs, agencies, and community organizations, merchants, businessmen, industry, organized labor, churches, race and nationality groups, departments of city, county, and State government, news media) which interface with schools, with suggestions on how to deal with each. Although the book was written in 1955, the listings of agencies, clubs, organizations, individuals, and businesses still

hold today, with the exception of more recent civil rights and community groups. It includes some suggestions for presenting the school to the community and the rise of lay committees.

Sumption, M. R., & Engstrom, Y. School-community relations. New York: McGraw-Hill, 1966.

The authors present a view of school-community relations through the concept of the "changing school in the changing community." Social, economic, and political change keep the community in a constant state of flux. Effective communication between school and community is necessary for monitoring these changes and their meaning. The community survey is one basic tool in the development of such communication.

Svadkovskij, I. F. Family and school. International Review of Education, 1970, 16(3), 341-350.

Talmage, H. Evaluation of local school/community programs: A transactional evaluation approach. Journal of Research and Development in Education, Spring 1975, 8, 32-41.

Teacher image, symposium. Parent School Journal, May 1976, 124, 136-161+.

Thomson, P. Teachers and community in a small primary school. Forum, Summer 1975, 17, 84-86.

Thorne, J. L. Educators and community in education. Journal of Thought, November 1975, 10(4), 333-344. (EJ 140 657)

Toledo Public Schools. The school administrator and public relations.

Toledo, Ohio: Office of Information Services, Toledo Public Schools.

This is a fifteen-page pamphlet dealing with important issues in public relations. To request a copy write: Kay Quealy, Director, Office of Information Services, Toledo Public Schools, Toledo, Ohio 43606.

Unruh, A., & Willier, R. A. Public relations for schools. Belmont, California: Lear Sigler, Inc./Fearon Publishers, 1974.

Walsh, J. A. Successful school-community relations. Portland, Maine: J. Weston Walch, Publisher, 1965.

Weiler, D. et al. School community relations and educational change.

PREP-24. Washington, D.C.: Superintendent of Documents, U.S.

Printing Office, 1972. (ED 054 536)

Weltmer, C. L. A citizen's viewpoint on school-community relations.

In Citizens, businessmen, and educators: The elements to better school-community relations, a conference reported by W. A.

Darling. Dayton, Ohio: Institute for the Development of Educational Activities, 1973.

Wilson, J. H. Kids as double PR agents. Instructor, October 1976, 86, 114.

Worpole, K. School and community: Towards a common culture. Urban Review, April 1974, 7, 84-96.

Worthington, J. A. Teacher as a link with the community. Spectrum, September 1971, 47, 17-18+.

Zeigler, L. H. et al. The responsiveness of public schools to their clientele. Milestone I: Report of progress. Eugene, Oregon: Center for Advanced Study of Educational Administration, Oregon University, June 1973. (ED 127 699)

PROGRAM, ORGANIZATION, AND ADMINISTRATION

Assessment and Evaluation

- Agger, R. E., & Goldstein, M. N. Who will rate the schools: A cultural class crisis. Belmont, California: Wadsworth Publishing Corporation, 1974.
- Airasain, P. W. Designing summative evaluation studies at the local level. In W. J. Popham (Ed.), Evaluation in education. Berkeley, California: McCutchan Publishing Corporation, 1974.
- Alkin, M. C., & Churchman, D. Lay and professional opinion in selecting and evaluating educational goals and objectives. Educational Technology, 1972, 12, 39-41.
- American Association of School Administrators. An administrator's handbook on educational accountability. Arlington, Virginia: 1973.
- American Association of School Administrators. The school executive's guide to performance contracting. Arlington, Virginia: 1972.
- Anderson, S. B., Ball, S., Murphy, R. T., & Associates. Encyclopedia of educational evaluation. San Francisco: Josey-Bass Publishers, 1975.
- Andrich, D. Assessment in education. Australian Journal of Education, 1976, 20(3), 343-345.
- Atkinson, R. G., & others. Evaluating public relations through a community survey. College and University Journal, 1973, 12, 30-32.
- Battelle Center for Improved Education. Needs assessment for local school districts (Brochure). Columbus, Ohio.

Belasco, J. A., Allutto, J. A., & Glassman, A. A case study of community and teacher expectations concerning the authority structure of school systems. Education and Urban Society, 1971, 4, 85-97.

Berlak, H. Values, goals, public policy, and educational evaluation. Review of Educational Research, 1970, 40(2), 261-278.

Focusing on the growing politicalization of all aspects of American life coupled with an increasing retreat from rationalism and distrust of the intellectual, this paper attempts to identify practical and ethical problems related to the field of educational evaluation for rational policy making and to suggest possible solutions. The matrix representing the array of outcomes and the discussion of moral issues in public policy would help educational evaluators develop and use models and strategies appropriate to the diversity of outcomes from public policy and programmatic issues in education.

Bowles, B. D., & Arnold, A. L. Simformation 4: School administrator's interview handbook. Madison, Wisconsin: Wisconsin Research and Development Center, CCL Documents.

Caputo, D. A. The citizen component of policy evaluation. Policy Studies Journal, 1973, 2(2), 92-97.

Colgate, T. P. How good is your district's public relations program? Take this test. American School Board Journal, 1970, 157, 8-10.

Cunningham, J. T. Measuring public relations results. In Measuring and evaluating public relations activities. New York: American Management Association, 1968.

Deantonio, E. Evaluation of the community school relations workshop.
LASAR, 1971-1972. New York, New York: Center for Urban Educa-
 tion, March 1973. ED 89147.

Deiner, J. M. Identification and evaluation of the home-school-com-
 munications program in thirteen individually guided education
 schools in Alabama. Unpublished doctoral dissertation, Auburn
 University, 1972.

Drumheller, S. J., & Brooks, R. D. Beyond behavioral objectives:
 Community based strategy for evaluating a school system's educa-
 tional program. Educational Technology, 1973, 13, 13-19.

Feldmesser, R. A., & McCready, E. A. Information for parents on
 school evaluation. Princeton, New Jersey: ERIC Clearinghouse
 on Tests, Measurements, and Evaluation, 1974. ED 099 432.

Early in their investigation of various guides written to help
 parents evaluate the quality of their schools, Feldmesser and McCready
 began to wonder "whether there is much genuine disagreement, at the
 non-technical level, about what a good school is." Much of the
 literature focuses on facilities, student-teacher ratios, school
 atmosphere, and test scores. The authors conclude that none of these
 guides are sufficient "to enable the citizen to evaluate a school or
 school system, or even particular aspects of it."

Ferguson, D. H. Can your school survive a parent evaluation? National
 Elementary Principal, 1977, 56(4), 71-73.

Unfortunately, the evaluation of schools often occurs in a
 heated political atmosphere: This was the case recently at the

Central Middle School in Newark, Delaware, where Ferguson is principal. A group of well-educated, affluent parents, concerned about declining test scores, busing, and a number of other social issues, petitioned the school board for the right to evaluate the school and its staff.

Hayman, J. L., Jr., & Napier, R. N. Evaluation in the schools: A human process for renewal. Monterey, California: Brooks/Cole Publishing Company, 1975.

Holley, F. M., & Lee, A. The real world of public school evaluation. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977.

Holley, F. M., & Watkins, J. Individually guided education evaluation design for 1973-74. Austin, Texas: Austin Independent School District, Office of Research and Evaluation, 1973.

House, E. R. Assumptions underlying evaluation models. University of Urbana, Illinois: Center for Instructional Research and Curriculum Evaluation.

One way of understanding evaluation is to compare the numerous evaluation models with one another. There are many possibilities for comparison, but perhaps the most significant comparisons are those among the underlying theoretical assumptions on which the models are based. In this way, we are able to see how logically similar the models are to one another and determine what logical possibilities do and do not exist.

House, R. R. (Ed.). School evaluation: The politics and process. Berkeley: McCutchan Publishing Corporation, 1973.

- House, E. R. Justice in evaluation. In G. V. Glass (Ed.), Evaluation studies review annual (Vol. 1). Beverly Hills, California: Sage Publishing Company, 1976.
- House, E. R. Conflict in evaluation. University of Illinois, Center for Instructional Research and Curriculum Evaluation, Urbana, Illinois, 1977.
- House, E. R. The logic of evaluative argument (Monograph No. 7). UCLA: Center for the Study of Evaluation, 1977.
- Krupa, W. E. Development of an instrument to assess home-school-community relations in individually guided education (Technical Report 369). University of Wisconsin-Madison, CCL Documents.
- Lake, R. V. An analysis of a home-school-community relations program in an IGE school (Technical Report No. 395). Madison: Wisconsin Research and Development Center for Individualized Schooling, 1976.
- Leean, C., & Richardson, P. Developing a language for the responsive evaluation of public educational priorities. North Central Association Quarterly, 1976, 50, 379-383.
- Lutz, B. You are doing a great job--or are you? Journal of Educational Communications, 1977.

Methods of evaluating public relations are the least developed component in the school-community relations network. Every public relations activity should be evaluated to determine if it has fulfilled its objective. Lutz provides a complete list of areas to start evaluating "while you're waiting for survey time to roll around."

McMahon, E. E. Needs--of people and their communities--and the adult education: A review of the literature of need determination. Syracuse, New York: Eric Clearinghouse in Adult Education, 1970. LCC# LC5251 M3.

Morton, J., & Warfel, G. Needs assessment for community education. Honolulu, Hawaii: Hawaii University, Leeward Community College, October 1975. ED# 129373.

Mullen, D. J., & Mullen, R. C. A principal's handbook for conducting a needs assessment using the school program bonanza game. University of Georgia: Bureau of Field Studies, College of Education, 1971. ED# 3809.

National School Public Relations Association. PPBS and the school: New system promotes efficiency, accountability (No. 411-13425). Washington, D.C.: 1972. (a)

Pros and cons of PPBS, a tool to plan and manage a school district's activities and resources. Specific experiences of school districts currently engaged in some form of PPBS; detailed recommendations for the retraining of staff.

National School Public Relations Association. Performance contracting in schools: Profit motive tested as incentive to learning (No. 411-13431). Washington, D.C.: 1972. (b)

Different types of contracts; testing, the most touchy aspect of contracting; description of the Texarkana project; success story of the Banneker Elementary School project; what the public, parents, students, and school boards think; what a Rapid Learning Center is; new terminology; how to enter a performance contract.

National School Public Relations Association. Evaluating teachers for professional growth (No. 411-13315). Washington, D.C.: 1974.

Regular and comprehensive evaluation of instructional staff is here to stay, but the emphasis has switched from an assessment used to eliminate incompetent teachers to a procedure which aims at improving teacher performance; from a procedure which included only the principal and teacher to one involving assessment by administrators, peers, students, and the teacher. Included are reviews of current policies and programs at the state, district, and building levels.

National School Public Relations Association. Evaluation instrument for educational public relations programs. Washington, D.C.: 1975.

This evaluation instrument is intended to provide the basis for evaluating the extent to which a school district or other educational organization has made provision for organizing and conducting a formal public relations program. Included are three other documents developed by the NSPRA Task Forces: (a) Standards for Educational Public Relations Programs; (b) Standards for Educational Public Relations Professionals; (c) Ethics for Educational Public Relations.

National Study of Secondary School Evaluation. Evaluation criteria (4th ed.). Washington, D.C.: 1969.

Owens, T. R., & Hiscox, M. D. Alternative models for adversary evaluation: Variations on a theme. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977.

Growing dissatisfaction with conventional evaluation approaches to dealing with complex social phenomena has led evaluators to search out alternative evaluation models. This paper deals with existing problems in traditional evaluation and presents a rationale for exploring alternative approaches, along with a brief history and description of some adversary models of evaluation, some common features of alternative approaches, and some unresolved issues in adversary evaluation.

Phipps, L., & Heisner, R. Evaluative criteria for citizens' advisory councils and committees. Rurban Educational Development Laboratory, 1972.

Popham, W. J. Educational evaluation. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Popkewitz, T., & Wehlage, G. Accountabilities: A critique and alternative proposal. Interchange, 1973, 41, 48-62.

Popkewitz, T., & Wehlage, G. School evaluation and institutional life. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975.

Price, J. L. Handbook of organizational measurement. Lexington, Massachusetts: D. C. Heath & Co., 1972.

Safran, D. Evaluating parent involvement (Issue Paper No. 1). Berkeley, California: Center for the Study of Parent Involvement, 1974.

Sanders, L., & Creaghan, S. Parents and children evaluated our program. Instructor, 1974, 83, 41-43.

Sciara, F. J., & Jantz, R. K. Accountability in American education.

Boston, Massachusetts: Allyn & Bacon, 1972.

Scriven, M. Evaluation bias and its control (Occasional Paper 4).

Kalamazoo: The Evaluation Center, Western Michigan University, 1975.

Stufflebeam, D. L., Foley, W. J., Gephart, W. J., Guba, E. G., Hammond,

R. L., Merriman, H. O., & Provus, M. M. Educational evaluation

and decision making. Itasca, Illinois: F. E. Peacock Publishers,

1971.

Thomas, M. D. How to recognize a gem of a school when you see one.

American School Board Journal, 1975, 162(3), 27-30. EJ 112 493.

The habit of measuring a school's quality in terms of its hardware, software, budget, course selection lists, the number of books per child, expenditure per child, and student-staff ratio is "suspect, if not downright worthless," Thomas asserts. Such indicators tell us merely "how rich a school district is, not how good its schools are." Thomas believes that only the traditional school visit can reveal a school's quality. He offers six questions that the visit should answer.

Tobrer, M. L. Teacher-community: Surveying three worlds. Clearing

House, March 1970, 44, 391-394.

Wick, J. W., & Beggs, D. L. Evaluation for decision-making in the

schools. Boston, Massachusetts: Houghton Mifflin Co., 1971.

LB 2806 W481.

Weiner, W. K. Measuring school boundary permeability: The P.S.C.Q.

revised. Paper presented at the annual meeting of the New England

Educational Research Association, 1975. ED 125 052.

Wiener, W. K., & Blumberg, A. The parent school communication questionnaire: A measure of school boundary permeability. Paper presented at the meeting of the American Educational Research Association, New Orleans, Louisiana, March 1973.

Wilder, D. Actual and perceived consensus on educational goals between school and community. New York, New York: Columbia University, Bureau of Applied Social Research, December 1968. ER 023 939.

Wright, W. J. Payoffs of adversary evaluation. Paper presented at the annual meeting of the American Education Research Association, New York, New York, April 1977.

In this paper Wright argues the advantages of the adversary evaluation model. His attempt is to persuade the reader that this approach has substantial merit, and that it ought to be used more frequently than it is.

Wynne, E. The politics of school accountability: Public information about public schools. Berkeley, California: McCutchan Publishing Corporation, 1972.

"Accountability" is an "in" word among educators and school-oriented professionals. Like many education catch words, it is open to numerous interpretations, and this book is an effort to clarify some of the vagueness and examine the phenomena of school accountability in an "historic and interdisciplinary light."

Administration and Organization

Armstrong, R. W. Why management won't talk. Public Relations Journal, November 1970.

This article cites a list of reasons why management refuses to convey certain information to one or more of its publics. They include fear of being misunderstood or misquoted, uncertainty in the face of an interview or news conference, fear of tipping off competitors, fear that communication will do more harm than good, and they also include reluctance to admit short-comings, innate caution, false modesty, failure to measure today's actions in terms of future reputation, misunderstanding of the nature and objectives of public relations, lack of respect for the public relations man's judgment or skill, inadequate briefing on the alternatives, and insufficient facts on which to make a decision. When management can think of more reasons to be silent than to talk, four steps are presented for public relations to build a foundation for communications.

Bedrosian, O. T. Community pressures and their implications for the leadership role of certain superintendents in Lake County, Illinois.

Unpublished doctoral dissertation, Loyola University of Chicago, 1972.

Bedrosian studied 22 superintendents from a random sample in northern Illinois. He found that superintendents were not influenced by community pressure groups concerning the instructional program but they were influenced on financial administration. The superintendent was influenced on rate in the direction of change, on the leadership

role, and on the participations with community action groups. His leadership effectiveness correlates to board policy adherents in reaction to community pressure groups.

Bergen, J., Kerns, I., & Graper, N. Principal's handbook. Dayton, Ohio: Institute for Development of Educational Activities, Inc., 1970.

Brubaker, D. L., & Nelson, R. H., Jr. Creative survival in educational bureaucracies. Berkeley, California: McCutchan Publishing Corporation, 1974.

Burden, L., & Whitt, R. L. The community school principal: New horizons. Midland, Michigan: Perdel Publishing Co., 1973.

Campbell, R. F. et al. The organization and control of American schools. Columbus, Ohio: Charles E. Merrill Books, 1965.

A basic text, this publication thoroughly describes the influence of all levels of government, all groups within and outside the school itself. The organization of the school and the controls which are exerted on it and by it are described. The historical background for the evolution of organization and controls is also presented.

Child, J. Organizational structure, environment and performance: The role of strategic choice. Sociology, 1972, 6, 1-23.

This article critically examines available models of organization in terms of positively established associations between dimensions of organizational structure and contextual factors such as environment, technology, or scale of operation. It criticizes these models for

attempting to explain observable patterns of organizational structure by reference to certain, primarily economic, constraints imposed by contextual factors, and ignoring the essentially political process, whereby power-holders within organizations decide upon courses of strategic choice. The exercise of strategic choice by the dominant coalition includes the evaluation of the organization's position, the manipulation of environmental features and the choice of relevant performance standards.

Against available organizational theories, a theoretical reorientation toward a recognition of political action is developed and finally a theoretical model is illustrated to show the role of strategic choice in a theory of organization.

Colver, A. C. Practical tips on handling the community power crunch.

A case study of the Niles Township High Schools. Paper presented at National Association of Secondary School Principals 56th Annual Convention, Anaheim, California, March 17-22, 1972. ED 063 624.

This paper discusses the crisis of confidence in the nation's schools, argues that the basic premise of school management rests on the concept that schools exist for students and their parents, and describes the public challenge to one school system. The author outlines the steps taken by the Niles Township, Illinois, Board and community to provide a school environment that places equal stress on both the personal and the social development of students. A major theme of the paper is that it is at the management level that

the community of students and parents is able to address itself most effectively to change and improvement in the schools.

Corwin, R. G., Wagenaar, T. C., & Li, W. J. The sovereign organization:

Organizational correlates of relationships between professional personnel and clientelle. Paper presented to annual meeting, March 1974.

This paper reports an analysis of relationships between selected characteristics of schools and the extent to which the professional personnel, teachers, (a) interact with parents, and (b) identify with the local community.

The study provides insights into understanding some organizational characteristics in relation to teachers' interaction.

Cronin, J. M., & Hailer, R. M. Organizing an urban school system for diversity. Lexington, Massachusetts: Lexington Books, 1973.

Culbertson, J., Jacobsen, P., & Reller, T. Administrative relationships, a casebook. Englewood Cliffs, New Jersey: Prentice-Hall, 1960, 380-411.

Curriculum essays on citizens, politics, and administration in urban neighborhoods. Public Administration Review, 1972, 32, 670-786.

Doll, R. C. The sociological monkey on the team leader's back. In R. Saxe (Ed.), Perspectives on the role of the teacher cops team leader. Toledo, Ohio, University of Toledo, 1971, 141-155.

English, F. W. School organization and management. Worthington, Ohio: Charles A. Jones Publishing Company, 1975.

Estes, N. Marshalling community leadership to support the public schools. Phi Delta Kappa Educational Foundation, 1974.

Estes begins with an examination of the leadership role of the school superintendent. His discussion encompasses such subjects as integrity, accountability, and decentralization. He then discusses ways of building support among community leadership, the unforeseen consequences of their previous decisions, the interconnectedness of their future actions, and the necessity for cooperation.

Fiedler, F. E. How do you make leaders more effective? Organization Dynamics, Summer 1973.

Fred Fiedler presents an interesting paper on effective leadership. He tells about how people differ in their response to management situations. "We should know that almost every manager in an organization can perform effectively, providing that he is placed in a situation that matches his personality, providing we know how to match his training and experience to the available jobs--and providing that we take the trouble."

Filbin, R. The role of the school superintendent in school-community relations. New York: Institute of Educational Research, Teachers College, Columbia University, 1971.

For administrators caught between kids and community. School Management, November 1970, 14, 18-21.

Galbraith, J. Environmental and technological determinants of organizational design. Reading, Massachusetts: Addison-Wesley Publishing Company.

This study presents an organizational change following from an environmental change. The organization problem is described by highlighting the alternative designs which are possible.

Gittell, M. Supervisors and coordinators: Power in the system.

Association for Supervision & Curriculum Development Yearbook, 1971, 161-173.

Goldman, H. The principal and the school community. Theory into Practice, 1972, 2, 9-17.

Gross, N. Who runs our schools? New York: John Wiley & Sons, 1958.

Gross's publication has two purposes or objectives: to disclose the research findings of his study of board members and chief administrators of local school systems and how they feel about their jobs; and to publicly bring to the surface major problems confronting public education today.

Harrison, C. H. How specialists match schools and executives.

Nation's Schools, September 1972, 90(3), 58-60.

Business executives in the process of relocating in a new community are often assisted in their search for a good school system by professional companies that keep accurate records of many school districts. The information these companies collect and the methods they use to collect it provide a helpful guide to evaluating school systems in general. Harrison's guide and his additional "Ten Questions" that school managers should be able to answer are primarily intended for use by professional, white-collar parents.

Howes, K. L. Large schools: Can they be humanized through student staff relationships? Paper presented at the annual meeting of the National Association of Secondary School Principals, Dallas, Texas, February 1973. ED 127708.

Iannone, R. What motivates principals? Journal of Educational Research, February 1973, 66(6).

This is a summarization of Iannone's research done at Syracuse University that has some interesting things to say about the topic of motivation in principals, particularly with familiar constructs of being place oriented or job oriented and similar constructs.

Indik, B. P., & Berrien, F. K. (Eds.). People, groups and organizations. New York: Teachers College Press, 1968.

This series of papers focuses on the classification of people, groups, and organizations. The taxonomies of behavior, organization, goals, and other variables provide a sound basis for analyzing the operation and interaction of human organization. Although not specifically focused on schools, it is relevant to their situation.

Johansen, J. Serving the client system. In R. C. Maxson & W. E. Sistrunk (Eds.), A systems approach to educational administration. Dubuque, Iowa: William C. Brown, 1973, 238-255.

Kepner, C. H., & Tregoe, B. B. The rational manager. New York: McGraw-Hill, 1965.

A highly readable book that highlights the need to understand problems and their causes. While written for the business world, the approaches and techniques for problem specification, decision-

making, and problem avoidance are highly relevant for school related problems. There are many "tips" and "forms" provided for each of the main processes.

Klenke, W. H. An exploratory case study of the multiunit school and the instructional programing model: Power, resources, values.

Unpublished doctoral dissertation, University of Wisconsin-Madison, Research and Development Center for Individualized Learning, 1975.

Leifer, R. Boundary spanning activity and boundary spanning personnel: A conceptual model. Paper prepared for 17th Annual Midwest Academy of Management Meeting, Madison, Wisconsin, 1974.

Litwak, E., & Meyer, H. J. A balance theory of coordination between bureaucratic organizations and community primary groups. Administrative Science Quarterly, June 1966, 2(1), 31-58.

This paper criticizes that current sociological theory neglects the problem of coordination between bureaucratic organizations and community primary groups by overemphasizing their incompatibilities and underemphasizing their complementary contributions to the contemporary social order. Conclusions from a theory that sees continuous tension or extreme insulation of bureaucratic from primary forms of organization do not correspond to observable trends in American society.

The balance theory of coordinating mechanisms between bureaucratic and primary forms of social organization would be applicable to developing home-school-community relations programs.

Lovett, T. The role of school managers in educational priority areas. Liverpool Educational Priority, Area Project, Paddington Comprehensive School, Liverpool, England, 1971. ED 64609.

Maguire, J. W. School principals and community power structure.

Intellect, Summer 1974, 102(2358), 510-511. EJ 98783.

Mann, D. A principal's handbook for shared control in urban community schools. New York: Columbia University, Teachers College, 1973.

McCarty, D. Community influence systems and local educational policy-making. American Association of School Administrators, February 1971, Series No. 6.

This article presents four ideal types of school boards and the superintendent's role in the community with four different types of power structure--(1) dominated, (2) factional, (3) pluralistic, and (4) inert. That is, the superintendent must be functionary in the dominated community and board; a political strategist in the factional community and board; a professional advisor in the community with a pluralistic power structure and status-congruent board; and decision-maker in the community with the inert power structure and the sanctioning board.

With a significant confirmation of this conceptual model by a comprehensive field investigation, the author suggests some implications for the superintendent's role and board's policy making.

McCarty, D. J., & Ramsey, C. E. The school managers: Power and conflict in American public education. Westport, Connecticut: Greenwood Publishing Corporation, 1971. LCC# LC215 M283.

School managers, board members and superintendents, are viewed in this study in terms of the community context in which they work. Building upon studies of community decision making, the authors posit four community types: dominated, factional, pluralistic, and inert; each of which tends to be reflected in its school board and in the role the superintendent can play with the board and the community. These concepts are then examined empirically in fifty-one school districts where each of the four types is represented and their differentiating characteristics are documented.

McCarty, D. J., & Ramsey, C. E. A study of community factors related to the turnover of students--community power school board structure, and the role of the chief school administrator.

Ithaca, New York: Cornell University, 1967.

McWhinney, W. H. Organizational form, decision modalities and the environment. Human Relations, August 1968, 21(3), 269-281.

The causal texture of the environment is conceptualized by viewing the organization as related to the total environment in which the organization is embedded, and as related to those portions of the environment which sub-units experience as occupants of organizational space. In relation to four ideal types of the organizational environment (placid, randomized environments; placid, clustered environments; disturbed reactive environments; and turbulent fields), three functions (technical, managerial and directional) and four modalities (certainty, risk, uncertainty and domain problems) of decision-making are discussed.

Meakin, P. Its the attitude that counts. Educational Leadership,
December 1969, 27, 256-260.

Miner, J. B. The school administrator and organizational character.
Eugene, Oregon: CASEA, 1967.

Miner is a professor of business administration at Oregon and was a guest for one year at CASEA. His purposes there were to try and see if measusres of potential predictors on school administrators which he had developed in the business sector could be used on administrators to correlate to administrators' job performance. Those predictor measures included a "Miner Sentence Completion" test which measured managerial motivation, a vocabulary test, work, and social life motivation, inner life cathexis, and so on. His principle findings were that the school culture and not the man was the determinant for success. In other words, a successful administrator might bomb in a differnt type of district. Indicators of districts rather than occupation wide indicators are most important. A bibliography is included.

Moors, H. E. Organizational and administrative problems and practices.

Phi Delta Kappan, November 1972, 54(3), 168-170. EJ 67454.

National Association of Elementary School Principals. The elementary school: Humanizing? Dehumanizing? Washington, D.C.: 1971.

This publication contains selected articles reprinted from 1969-1970 issues of the National Elementary Principal devoted to the theme that the school as an institution must operate on and

reflect humanistic values. Content includes analysis of the crucial problems of dehumanizing aspects of schools, discussion of educational philosophy, exploration of learning process, student needs, and teacher role, and offers some directions and guidelines for change to make the schools not only academically excellent but more human places for children to learn and develop.

Organization and administration of education. Educational development conference: Report of the working party (1973-74). Ministry of Education, Wellington, New Zealand, 1974. ED 99956.

Ornstein, A. C. Administrative/community organization of metropolitan schools. Phi Delta Kappan, June 1973, 54, 668-674.

Three organizational models for governing metropolitan schools are presented: (1) administrative decentralization, (2) community participation and (3) community control, which are collapsed into two options--administrative decentralization and community participation vs. administrative decentralization and community control. Based on the survey of the U.S. school systems enrolling 50,000 or more students (62 out of 77 responded to the survey), status of the three alternative models is briefly stated. By focusing attention to community control, this paper summarizes a debate between the proponents and critics who set forth their reasons for and against community control. After discussing "the politics of community control," the author contends that community control has the potential for more harm than good, and that policy making should remain in the

hands of the central school board. This paper shows the conceptual and practical aspects of administrative/community alternatives for governing metropolitan schools.

Ostrum, V., & Ostrum, E. Public choice: A different approach to the study of public administration. Public Administration Review, March 1971, 31, 203-216.

Page, M. The yam factor. Garden City, New Jersey: Doubleday, 1972.

Pettibone, T. J. Organizational and interpersonal dimensions of the elementary school. Paper presented at the American Education Research Association 1971 Annual Meeting, Hilton Hotel, New York, New York, February 7, 1971.

Price, J. L. Handbook of organization measurement. Lexington, Massachusetts: D. C. Heath and Company, 1972.

Ringrose, C. K. An exploratory study of the relationship between the teacher's perception of the bases of power used by selected elementary principals, the management systems of their schools, and selected characteristics of the principals. Unpublished doctoral dissertation, University of Connecticut, Storrs, Connecticut, 1977.

The study examined the bases of power (expert, referent, legitimate, coercive, and reward) as defined by the French and Raven construct that principals use in selected elementary schools and the relation of the power to the management system that is created within those schools.

Royko, M. Boss. New York: E. P. Dutton, 1971.

Saxe, R. W. (Ed). Perceptions on the changing role of the urban elementary school principal: Report of a survey. Toledo, Ohio: University of Toledo, 1970.

Saxe, R. W. Toward a Feary of administration. National Elementary Principal, April 1970, 49, 26-30.

Thompson, D. C. The role of leadership in school desegregation.

Office of Education, Washington, D.C., November 1971. ED 64432.

Change and Innovation

Agger, R. E., & Goldstein, M. N. Education innovations in the community. University of Oregon, Eugene, Oregon, 1965.

(ED 010 164)

Agger, R. E. The effect of educational innovations on citizen support for the schools. 1969.

Balderson, J. H. Traditionalism, progressivism and preference for the 'good' school. Administrators' Notebook, 1976-1977, 25(3).
(The University of Chicago)

It can be a tremendous task to change the behavior of an organization. Teachers, students, and parents can have divergent attitudes about the purposes and methods of schools. Mr. Balderson argues that the administrator who would direct a school toward a particular set of goals should be aware of the potential for resistance in his organization.

Baldrige, J. V. Organizational change: The human relations perspective versus the political systems perspective. Educational Researcher, February 1972, 1, 4-10, 15.

Ball, C. Education for a change: Community action and the school. Harmondsworth, New York: Penguin Books, Inc., 1973.

Working on the subject of incorporating community service into education programs, the author became aware that what education needed wasn't community service, but a good shake-up. "Too often injections of 'good things' contribute to the survival of bad things. But

'helping one another' was so radically different from the 'survival of the fittest' philosophy which pervades the schools we saw, that we felt it necessary to offer a more fundamental contribution to education. This book is not about injections for survival, it is about administering a fatal dose."

Buffer, J. Tested alternatives: Industry and education. In R. W. Saxe (Ed.), Opening the schools (pp. 179-212). Berkeley, California: McCutchan Publishing Corporation, 1972.

Burges, B. Facts for a change: Citizen action research for better schools. Boston, Massachusetts: Institute for Responsive Education, 1976.

Can we have alternatives and schools too? The National Elementary Principal, April 1973, 52(6), 102-104.

Casenga, K. The relationship of administrator, organizational and community character to change in California public schools. Unpublished paper, University of California, 1970.

Citizens endorse change: Boise, Idaho. Saturday Review, June 19, 1971, 54, 53.

Coffey, H. P., & Harty, H. Generalized roles of students and community in planned educational change efforts. High School Journal, December 1973, 57, 93-100.

Cunningham, L. L. Community involvement in change. Educational Leadership, January 1970, 27, 363-366.

- Deshler, B., & Erlich, J. L. Citizen involvement: Evolution in the revolution. Phi Delta Kappan, November 1972, 54(3), 173-175. (EJ 67456)
- Dickson, G. E., Saxe, R. W., et al. Partners for educational reform and renewal. Berkeley, California: McCutchan Publishing Corporation, 1973.
- Engel, M. Politics and prerequisites in educational change. Phi Delta Kappan, March 1974, 15, 457-459.
- Fantini, M. D. Public schools of choice: A plan for the reform of American education. New York: Simon and Schuster, Inc., 1974.
- Flinn, W. L. Influence of community values on innovativeness. American Journal of Sociology, May 1970, 75(8), 983-990.
- Firestone, W. Community organizations and school reform: A case study. School Review, November 1972, 81(1), 108-120. (EJ 69441)
- Gittell, M. Community roles in education change. Journal of Negro Education, Summer 1971.
- Hess, H. S. The third side of the desk: How parents can change the schools. New York: Charles Scribner's and Sons, 1973.
- The book covers about three years, the story of PS 84, and demonstrates that where people are willing to accept responsibility change is possible and that once schools are willing to accept the nature of the child, education may be possible.
- Lurie, E. How to change the schools: A parent's action handbook on how to fight the system. New York: Random House, 1970.

An interesting book including ideas and checklists for parents on how to use state and federal funds to force educational reform in their school, how to ask questions of the staff, how to evaluate and upgrade the schools' staff, how to force your local school board to hold a good public hearing, and more!

McCracken, J. G. Building community acceptance for innovation.

Educational Leadership, March 1973, 30, 519-522.

Midwinter, E. Education and the community. New York: Halsted Press, a Division of John Wiley and Sons, Inc., 1975.

The aim of this book is to examine the nature of social provision, with the purpose of developing a frame of reference for the reform of our educational mechanics. The author then discusses the reformed educative devices, and concludes with an effort to realign these in turn on the fuller spectrum of social provision and communal development.

National School Public Relations Association. Informal education:

'Open classroom' provokes change, controversy. Arlington, Virginia: National School Public Relations Association, 1972.

How informal education differs from traditional education. Includes advice on planning and implementing informal education in a traditional school. Describes the teacher's role, the administrator's role and how to gain community support. Theories of child development from which it grew and how effective it is.

Parents, teachers, and children. San Francisco, California: Institute for Contemporary Studies, 1977.

This book takes the narrow subject of educational choice into the broader areas of cultural pluralism and social trust. The authors come from broadly diverse backgrounds and offer observations in different perspectives about American education and American society in general. They explore themes such as the role of the family and the interdependence of unity and diversity, to mention a few of critical importance.

Peterson, B. Adoption of educational innovations: A social system approach. Unpublished doctoral dissertation, University of California-Los Angeles, 1969.

Rogers, E. M. Communication of innovations (2nd ed.). New York: Free Press, Macmillan Publishing Co., Inc., 1971.

This book is about communication, a special type of communication, the diffusion of new ideas, new practices--innovations. The phenomenal rate at which innovations are being invented, developed, and spread makes it important to look at how these new ideas affect the social order. The gap between what is known and what is effectively put to use needs to be closed. To bridge this gap we must understand how new ideas spread from their source to potential receivers and understand the factors affecting the adoption of such innovations.

Shane, H. G. The drop-out problem in educational innovation.

Educational Leadership, March 1973, pp. 2-3.

Steinberg, L. S. Parent resistance to educational innovation. Paper presented at American Educational Research Association Annual Meeting, Chicago, Illinois, April 1972. (ED 63642)

Stutz, F. H., & Deay, A. M. Community reaction to educational change. Social Sciences, Education, December 1974, (3). (ED 107545)

Sumption, M. R., & Engstrom, Y. School-community relations. New York: McGraw-Hill, 1966.

The authors present a view of school-community relations through the concept of the "changing school in the changing community." Social, economic, and political change keep the community in a constant state of flux. Effective communication between school and community is necessary for monitoring these changes and their meaning. The community survey is one basic tool in the development of such communication.

Wayson, W. Educating for renewal in urban communities. The National Elementary Principal, April 1972. 51(6), 5-19.

Weiler, D., & Guertin, J. School-community relations and educational change. Washington, D.C.: U.S. Government Printing Office, 1971. (ED 54536)

Most educators sense the need for help from the community in educational planning, especially during times of conflict and confrontation. They find it difficult, however, to obtain the thinking or involvement of representative members of the community, which they feel is relevant and necessary to help them make decisions concerning

educational change. This report was prepared to assist administrators in analyzing and planning policies and programs in the area of community relations. The authors discuss topics such as the frequency and nature of confrontations and discussions to ward off conflicts, various community groups involved, the issues at stake, the outcomes, and the factors which contribute to these outcomes.

Wilshaw, D. R. Survival kit II for principals. February 1973.

This brochure is designed to assist the building principal in organizing his community for educational change. It answers the questions: (1) How do I form and make operational a community unit? and (2) How do I organize my community for change?

Zimmerman, H. M. Community involvement in change. Educational Leadership, January 1970.

SCHOOL-COMMUNITY RELATIONS ACTIVITIES

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Activities

- Aronstein, L. W. Action learning student community service projects.
Washington, D.C.: Association for Supervision and Curriculum
Development, 1974.
- Berne, D. L. Parent night: A unique concept in community involvement.
Clearing House, April 1973, 47(8), 459-462.
- Burney, V. K. Home visitation and parent involvement. Todays
Education, October 1971, 60, 10-11.
- Davies, D. (Ed.). Schools where parents make a difference. Boston,
Massachusetts: Institute for Responsive Education, 1976.
- The schools selected for this volume are success stories that
contain how-to-do-it ideas and suggestions for readers who are or who
want to be engaged in similar activities in their own schools or
communities.
- Decker, R. Try this commonsense little way to win community support
for your schools. American School Board Journal, January 1975,
162, 50.
- Doe, B. American firm helps PPA to set new targets. Times Educational
Supplement, March 1974, 3069, 10.
- Haigh, G. Guidelines for open day: Satire (Illustration). Times
Educational Supplement, April 1970, 2866, 4.
- Herstein, R. Mother-child workshops (Illustration). School Arts,
March 1970, 69, 18-19.
- Horn, G. Home visits (Illustration). Todays Education, September
1970, 69, 44-46.

- Inskeep, E. Operation friendship (Illustration). Instructor, January 1971, 80, 75.
- Kallem, J. H., & Picket, L. Back-to-school day. School and Community, April 1975, 61, 18+.
- Krupa, W. E. An analysis of home-school-community relations activities in IGE schools (Technical Report No. 369). Madison: Wisconsin Research and Development Center for Cognitive Learning, 1976.
- Manifest and latent functions in educational activities. Bulletin of the National Association of Secondary School Principals, January 1970, 54, 41-50.
- Open house in your school: A guide to planning and conducting an effective school open house. West Haven, Connecticut: NEA Publications, 1973. (ED 95651)
- Palmer, L. Home visit. School and Community, May 1970, 56, 24-25.
- Peterson, C., Faulk, L., & Harris, K. How to handle many school visitors. Instructor, March 1970, 79, 41.
- Phillips, J. A. Setting scene for open house. Instructor, November 1969, 79, 50.
- Raskas, H. I., & Maier, M. J. Simformation 3: Home-school visits. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning.
- Rich, K., & Mattox, B. 101 activities for building more effective school-community involvement. Washington, D.C.: Home and School Institute, Trinity College, 1976. (ED 124280)

Rosner, A. C. Exemplary awareness program for parents. Journal of School Health, June 1973, 43, 396-397.

San Jose, C. Happening for parents' night. Elementary English, March 1971, 48, 332-335.

Sorrensen, J. A. Mentor idea. Instructor, April 1977, 86, 57.

Stack, P. M. In our program: Everyone gets into the act; De Paul Institute, Pittsburgh. Volta Review, October 1973, 75, 425-430.

Van Deventer, M. J. Picture ladies (Illustration). School Arts, September 1975, 75, 58-59.

Volstad, N. Appoint a home-school coordinator. Instructor, October 1976, 86, 114+.

What schools are doing: A roundup of new and unusual school practices. Nation's Schools, May 1974, 93(5), 46-48. (EJ 96051)

Committees

Baer, D. R. Citizen committees don't have to be trouble. American School Board Journal, June 1973, 160, 12-18+.

Barton, P. E. Industry/education community councils. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1977.
(Bibliography)

Berg, R. Advisory committees. Illinois Education, December 1969, 58, 157-159.

Blumenberg, E. School-community advisory council: For better or for worse? Journal of Secondary Education, February 1971, 46, 60-62.

Breivogel, W. F. The school advisory committee. University of Florida-Gainesville, The Florida Educational Research and Development Council December 1973.

The primary purpose of this Bulletin is to help school administrators, parents, and students understand how to organize and make operational the School Advisory Committee provided for by recent (1973) legislation. The ideas presented are intended to help the reader understand the law and to offer some possible alternatives to consider in forming and operating School Advisory Committees.

Brown, D. S. The management of advisory committees: An assignment for the 70's. Public Administration Review, July/August 1972, 22(4), 334-342.

Burt, S. M. If you want me to serve. School Shop, January 1976, 35,
10.

Butter, P. J. Roles and functions of school advisory councils.

Unpublished doctoral dissertation, University of Southern
California, 1976.

The purpose of the study was to determine what principals, teachers, and parents (chair persons) on the school advisory council perceive as being the functions of the councils and to what degree their perceptions are similar. The conclusive recommendations were: (1) that educators and citizens make a concerted effort to define and clarify the functions that a school advisory council should perform; (2) that educators and citizens work cooperatively; and (3) that the schools continue to involve citizens in the decision-making process.

Campbell, C. School-community councils. The Community School and Its Administration, February 1973, 11(6).

Carpenter, C. C. Principal leadership and parent advisory groups. Phi Delta Kappan, February 1975.

Parent advisory groups are flourishing. Unfortunately these groups are little understood. But a parent advisory group can work to foster parent participation and build school-community understanding. However, principal leadership is vital and it is of primary importance to ensure that everyone understands what the advisory group is all about in your school.

- Carter, J. M. Coordinating the work of state and local advisory councils. Agricultural Education Magazine, March 1970, 42, 219.
- Cass, J. Public and its schools. Saturday Review, 1971, 54, 61+.
- Clasby, M., & Lema, J. Together: Schools and communities (Handbook and resource directory). Boston, Massachusetts: Institute for Responsive Education, August 1975. (ED 112471)
- Clouse, B. Pressure groups and the public school. Education, September/October 1971, 92(1), 118-121. (EJ 045370)
- Devlin, T. Role of neighborhood councils: Great Britain. Times Education Supplement, May 14, 1971, 2921, 10.
- Dillon, R. D. How teachers use advisory committees. Agricultural Education Magazine, August 1970, 43, 49.
- Ely, R. H. How to organize and maintain a productive advisory committee. American Vocational Journal, March 1977, 52, 37-39.
- External pressure groups. The Administrator, Spring 1974, 4(3), entire issue.
- Falkson, J. L., & Grainer, M. A. Neighborhood school politics and constituency organizations. School Review, November 1972, 81, 35-61.
- Folley, V. L. Some facts about curriculum advisory committees. Community and Junior College Journal, April 1974, 44, 20-22.
- Garvelink, R. H. A study of citizen committees: The relationship of the community power structure of the citizens serving as members of citizen committees and the citizens advocating the use of citizen committees. Unpublished doctoral dissertation, University of Michigan-Ann Harbor, 1970.

Garvelink studied three similar communities which used committees in school construction. He used the Hunter reputational approach. He found that members of citizen committees were not found in all levels of the community power structure but were almost always influential. Membership on citizen committees will result in movement upwards in the power structure.

Golden, E. E. Advisory committee links school and community. Business Education Forum, January 1970, 24, 10.

Gnagey, T. P. Community adult school advisory council. Adult Leadership, June 1971, 20, 47.

Gromacki, C. A study of current practices and development of an advisory committee handbook. Arlington, Virginia: EDRS, June 1966. (ED 014950)

Hall, J. How to get full value from citizens' committees. Paper presented at the Annual Meeting of the National School Boards Association, San Francisco, California, April 1976. (ED 123723)

Harrison, C. H. Don't use citizen committee as a rubber stamp. Nation's Schools, May 1972, 89, 12+.

Herndon, L. E. I strongly believe in the power of the local P.T.A. unit. P.T.A. Magazine, October 1973, 68(2), 1.

Hollander, E. P. Leaders, groups, and influence. New York: Oxford University Press, 1964.

Howard, K. Successful use of advisory committees. Agricultural Education Magazine, August 1970, 43, 41+.

Information packets on school/community councils. Boston, Massachusetts:

Institute for Responsive Education, 1978.

Jennings, M. K., & Zeigler, H. Interest representation in school governance. Paper presented at the 1970 annual meeting of the American Political Science Association, Los Angeles, September, 1970.

Within the framework of previous interest group theory, the authors examine plausible antecedents to the growth and intensity of interest groups in education and assess the impact of interest group activity on educational decision-making. Tests the relationship between interest group activity and election outcome. Rigorous, controlled data analysis lend authority to the research.

Jones, P. G. Isn't there anyone who gives a dime about the dying

P.T.A.? American School Board Journal, September 1974, 161, 30-32.

Kimmel, C. K. Putting the public back into public schools. National Elementary Principal, March 1976, 55, 33-35.

Koerner, J. Who controls American education? Boston, Massachusetts: Beacon Press, 1968.

The author presents a thorough analysis of the formal and informal organizations and types of individuals who influence and control education. He identifies each group and describes the roles they play at the national, State, and local levels.

Linick, H. A school advisory council as a mechanism for change and reducing conflict. Unpublished doctoral dissertation, University of California-Los Angeles, 1971.

Making an impact on state advisory councils. American Vocational Journal, February 1975, 50, 28-33.

Mann, D. Political representation and urban school advisory councils. Teachers College Record, February 1974, 75(3), 279-309.

March, J. (Ed.). Handbook of organizations. Chicago, Illinois: Rand-McNalley, 1965.

This is a basic collection of articles regarding all aspects of organizational patterns and behavior.

McKenna, M. F. A model to determine effectiveness of school community advisory councils of Los Angeles unified school district. Unpublished doctoral dissertation, University of Southern California, 1973.

McKinney, F. L. Operation and functions of citizen's advisory committees. Agricultural Education Magazine, April 1970, 42, 264-365.

Morgan, K. Realism is the keynote when a PTA fills the pool. Times Educational Supplement, February 1976, 3167, 45.

Mulvana, J. B., & Wolf, W. H. Using advisory committees wisely. Agricultural Education Magazine, February 1972, 44, 210-211.

Muniz, A. But citizens committees can work. American School Board Journal, November 1969, 157, 41-43.

People have a right to work cooperatively with school boards toward betterment of education, and an alert board can get a lot more accomplished when it has vocal, organized community support. Effective citizens' committees are believed to bring some advantages

to school districts by dispelling public apathy, investigating educational problems, increasing community understanding and support for educational projects, and creating good will and mutual esteem between the community and schools. Organizing a citizens' committee demands elected officers, well-defined tasks and professional help. Furthermore, eleven ground rules are listed for an effective citizen committee operation. Also attention is given to make citizens' committees confine its investigations to areas that do not impinge upon the powers and responsibilities delegated to the board by state law. They are merely study groups, but their recommendations should receive full consideration from the board.

National School Public Relations Association. Current trends in school policies and program. Arlington, Virginia: Author, Citizens Advisory Committee, 1973.

The increasing use of lay persons can provide invaluable advice and direction. How to select members. Why a clear definition of roles is essential. How to avoid pitfalls. How to establish positive relationships between school staff and committee members.

Peterson, P. E. Community representation and the 'free rider'.

Administrator's Notebook, April 1974, 22(8).

Phipps, L. J. Activities of citizens advisory councils and committees.

Urbana, Illinois: Rurban Education Development Laboratory, University of Illinois, 1973.

The staff members of the Rurban Educational Development Laboratory conducted a study to determine the types of activities in which citizens advisory councils and committees are engaged, nationwide. This short publication is a summary of the activities identified in the study.

Phipps, L. J., Hofstrand, R. K., & Shipley, E. W. Course of study
citizens' advisory councils in education. Urbana, Illinois:
Rurban Educational Development Laboratory, University of Illinois-
Urbana-Champaign.

This publication is composed of a series of teaching source units recommended to assist in the improvement of the quality of 'citizens' participation in local advisory councils or committees. The content is broad and general and is designed to be used by an instructor with a group of citizens who desire to become more knowledgeable about their role and function. The course of study could be used by an individual who has questions and needs either the answer or a reference source.

Phipps, L. J., & Knell, K. The how of successful citizen advisory
committee operation. Urbana, Illinois: Rurban Educational
Development Laboratory, College of Education, University of
Illinois.

Citizen participation in policy making in education is extremely important. Intelligent, productive citizen participation requires citizens who are well-informed and who understand the problems faced

by schools. This publication should be of primary interest to boards of education, school administrators, teachers, and citizens as a guide in organizing and using citizens education advisory committees.

Phipps, L. J. A study of concerns of citizens advisory members.

Urbana, Illinois: Rurban Education Development Laboratory,
University of Illinois at Urbana, 1973.

A statewide survey was conducted to determine what types of problems regarding citizens advisory councils were of most concern to individuals working with advisory councils and committees.

Public Opinion Center. Public awareness of the ombudsman (Press release). Dayton, Ohio: September 11, 1973.

Rice, A. H. Is there something wrong with the PTA? Nation's Schools, September 1972, 90, 16.

Rowat, D. C. (Ed.). The ombudsman: Citizen's defender. Toronto: University of Toronto Press, 1968.

Safer, L. Jr. Suburban elementary school parent-teacher associations: Their role and influence upon educational decision-making. Unpublished doctoral dissertation, Northwestern University, Evanston, Illinois, 1972.

Schatz, E. R. Departmental visiting committee: An appraisal. Educational Record, Spring 1971, 52, 186-189.

Schuttler, B. L. Grimmets Chance, and Sanner Road. The Charrette Planning Process, 1971.

Charrette is originally meant by "a final, comprehensive, deadline-oriented effort" and developed into "a workable citizen-based planning process for school construction." When evaluating some 30 completed charrettes, the authors found that their productivity was more dependent upon the quality of the leadership than any other factor. Establishing community relationships in favor of community residents rather than of the professionals, the charrette is used to assemble the critical ingredients for a winning effort and to create the change in attitudes that will allow positive goals to become the focus instead of revenge for past failings. Preparing for the charrette demands the steering committee, the task groups, the budget, the consultants, publicity, the charrette manager, and the charrette moderator.

As a citizen participation process, the charrette would be useful to develop the home-school-community relations.

Seattle Schools. What's an ombudsman?--Man in the middle. Report to Parents, November 1973.

Sharing the power: A report on the status of school councils in the 1970's. Boston, Massachusetts: Institute for Responsive Education, 1978.

Simon, P. The eternal triangle: The schools, the legislature, the P.T.A. P.T.A. Magazine, November 1972, 67(3), 16-19.

Smith, P. A. Keep your parent-teacher group alive. Instructor, October 1976, 86, 119.

Stough, C. When PTA meetings are held in Clancy's bar. School Management, January 1974, 18, 54-55; Same cond. Educational Digest, March 1974, 39, 36-37.

Swalec, J. J. When you call your consultant board together: Student participation on advisory committees. Industrial Arts and Vocational Education, March 1972, 61, 102-105.

Tirozzi, G. N. An assessment of the expectations of school administrators concerning the involvement of school-community advisory councils in the educational decision-making process. Unpublished doctoral dissertation, Michigan State University, East Lansing, Michigan, 1973.

There is an urgency for school administrators to grasp the implications associated with community involvement in school governance and the resultant ramifications which are necessitated by its genesis. The involvement of citizens in the educational decision-making process has been referred to by many educational authorities as being one of the most pressing issues facing educators today.

The main purpose of the study is to assess the perceptions of school administrators concerning: the functions of school-community advisory councils; which individuals and groups would support the councils; the effect the councils would have on school-community relationships; and the effect the councils would have on educational decision making and administrative effectiveness.

The study is also intended to provide insight concerning administrative perceptions of the effect the school-community advisory councils

would have on improving the schools' educational program, whether or not the councils are viewed as being important and necessary components of the school system, and the major advantages and disadvantages of councils.

Valuk, R. M. Educational alternatives. PTA style. Phi Delta Kappan, January 1976, 57, 331-332.

Van de Van, A., & Delbecq. Nominal and interacting groups for committee decision-making effectiveness. Academy of Management Journal, 1971.

Walter, J. E., & McCall, J. D. Citizens committees can make a difference. School and Community, May 1976, 62, 10-11+.

Woolard, G. Taking advantage of strong tailwinds: Use of advisory committees. American Vocational Journal, March 1977, 52, 32+.

Yin, R. K., Lucas, W. A., Szanton, P. L., & Spindler, J. A. Citizen organizations: Increasing client control over services.

Washington, D.C.: Rand Corporation, 1973.

Elections, Bonds, and Referenda

Action Course in Practical Politics: Discussion Leader's Manual

(8 pamphlets). Washington, D.C.: Chamber of Commerce of the United States, 1959.

This manual is designed to help individuals who are interested in increasing their effectiveness in politics--or in becoming active in politics for the first time. It provides adequate opportunities for participants and readers to become more familiar with political organization, procedures, opportunities, etc. in their own communities.

Adams, V. A. Taxpayers out to change the schools. School Management, 1974, 18, 22-6.

Agranoff, R. (Ed.). The new style in election campaigns (2nd ed.). Boston: Holbrook Press, 1976.

Bagin, D., & Lefever, D. How to gain public support for your school's budget and bond issue. Glassboro, New Jersey: Glassboro State College Press, 1971.

Banach, W. J. Public relations, computers and election planning. School Management, 1971, 15, 24-5.

Blome, A. C. A study in the identification of community power structure and influence on public school issues. Unpublished doctoral dissertation, University of Iowa, 1963.

Blome did two case studies. One rural school and one urban school. He used positional approach, reputational, controversial

issues and school reorganization in bond issues. Blome concluded that: (1) similarities on demography with rural and urban influentials occurred, (2) the degree of bond success related to the degree of influentials' participation rather than the realignment. When the bosses wanted something bad enough, they got out behind it.

Bloomberg, W. Jr., & Sunshine, M. Suburban power structures and public education. Syracuse, New York: Syracuse University Press, 1963.

This is a study of four school districts and their efforts to raise supporting revenues through local taxes. The results of these efforts are carefully analyzed in relation to data regarding the attitudes of leaders, publics, and the local power structure. The publication gives a good example of careful analysis of a community involving many variables.

Bond issue, what shall we do? Austin, Texas: Texas Education Agency, 1966.

Boss, L. H., & Thomas, M. Bond issue survey: Mail campaigns pay off. Nation's Schools, 1968, 81-82.

Bowman, J. A. How to lose your next referendum. The American School Board Journal, 1970, 157, 47.

Bryant, B. E. Get the taxpayers on your team. School Management, 1968, 12, 41-45.

Carter, R. F., Greenberg, B. S., & Haimson, A. The structure and Process of school community relations. In Informal

communications about the schools (Vol. 1). Stanford, Calif.:

Institute for Communications Research, 1966.

This volume serves as background material for their analysis of voting in school financial elections by measuring flows of information and influence between school and community.

Cohodes, A. These suggestions can help win bond issue elections.

Nation's Schools, 1970, 85, 12.

Cowan, O. T. An investigation of the impact of certain factors on school tax issues as perceived by selected groups in North Carolina. Doctoral dissertation, University of North Carolina, 1968.

The author asked a sample of "informed observers"--board members, superintendents, county commissioners, newspaper editors, and legislators--to rank the importance of a number of factors that may affect the outcome of school financial elections. Data are analyzed via analysis of variance.

Crider, R. J. Identification of the factors which influence the passage or failure of school bond issues in selected counties of Mississippi. Doctoral dissertation, University of Southern Mississippi, 1969.

Erikson, R. S., et al. Knowing one's district: How legislators predict referendum voting. American Journal of Political Science, 1975, 19, 231-46. (Bibliography)

Falkinham, K. Organized work: The road to a successful referendum.

Phi Delta Kappan, 1976, 57, 611-12.

Gaby, D. M., & Treusch, M. H. Election Campaign Handbook. New Jersey: Prentice-Hall, Inc., 1976.

Political campaigns are a massive and complex undertaking. But there are relatively simple, commonsense rules for every aspect of the campaign. This book attempts to cover them all, step-by-step guide to doing everything the pros do--using only volunteers and very little money. There are also included extended examples of materials you'll need for the campaign, including forms, checklists, letters, and concepts, illustrations, publicity releases, etc.

Garber, L. O. Know all the regulations on bond issue elections.

Nation's Schools, 1971, 87, 42.

Giles, M. W., et al. Parental support for school referenda. Journal of Politics, 1976, 38, 442-51.

Goldhammer, K., & Pellegrin, R. J. Jackson county revisited: A case study of the politics of education. Eugene: University of Oregon, 1968.

Traces the effect of community conflict over both educational and noneducational issues on the educational program and voting for educational issues in a large suburban school district.

Grieder, C. Young voters may swing school elections. Nation's Schools, 1971, 88, 25.

Hall, J. S., & Piele, P. K. Selected determinants of precinct voting decisions in school budget elections. Western Political Quarterly, 1976, 29, 440-56. ✓

Hamilton, H., & Cohen, S. H. Policy making by plebiscite: School referenda. Lexington, MA: Lexington Books, 1974.

Harrison, C. H. Four things to do when the public votes no. Nation's Schools, 1971, 87(5), 92, 94. (EJ 37949)

Harrison, C. H. Getting public support for bond issues and budgets. Nation's Schools, 1970, 86, 91-2.

Harrison, C. H. Take these six steps to pass a bond issue. Nation's Schools, 1972, 89, 56.

Hartman, J. J., & Beal, G. M. Role performance of selected individuals and groups in school bond elections. Ames, Iowa: Iowa State University, 1968.

Based on the same data described in Beal, this paper traces the impact of campaign involvement on election outcome.

Hoyle, J. R., & Wiley, E. L. What are the people telling us? Phi Delta Kappan, 1971.

Political criticism demands educators accountable for productivity using objective measures of effectiveness. Turning attention toward only 29% approval of local requests for additional school funds over the past two years in Ohio, a number of districts invited the Bureau of Educational Survey at Miami University, Oxford, Ohio, to perform research in their communities. The Bureau's job was to help assess

public attitudes toward education in certain Ohio communities. A key question is, have the voters refused additional local funds because of excessive property taxes or because of lost confidence in the schools?

Hukill, W. Winning bond elections: A treatise covering tactics successfully implemented in recent Iowa bond elections. Cedar Rapids, Iowa: Design Association, 1973. (ED 78538)

This short (24 page) report does a good job of pinpointing the tactical relevance of a number of research findings. Provides good timeline data.

Jones, J. J. Effectiveness of school bond election campaign strategies. Doctoral dissertation, University of Southern California, 1970.

Designed to compare the effectiveness of two types of campaigns for school bond issues--one selective, the other general--on determining election outcome.

Jones, W. J. Budget/finance campaigns: You can't afford to lose. A publication of the National School Public Relations Association, 1977.

While no one campaign blueprint works everywhere, there are certain definite components to almost every successful school finance election. These components don't fall together by chance and this book carefully presents them as part of a planned political process of campaigning.

Johnson, C. M. Public opinion, voter behavior and school support.

Olympia, Washington: Committee on Revitalizing Elections, 1971.

(ED 58653)

Johnson, C. M., & Clocksin, V. School bond issues: Pass-fail community plan action in support of schools. Chicago, Illinois:

Sports Foundation, Inc., 1972. (ED 78561)

Keith, P. M., & Braito, R. School referenda: Directions for new research. Education and Urban Society, 1974, 1, 52-72. (EJ 110 143)

King, D. L. About bonds and communication: What citizens should know.

School and Community, 1973, 60, 36.

Latta, R. Lesson in getting a favorable referendum passed. Instructor, 1977, 86, 28+.

Lieber, Ralph H. An analysis of the relationship of weekly community suburban papers to the outcome of school voting issues. Doctoral dissertation, Northwestern University, 1967.

Uses rigorous methodology to quantify newspaper "support" of a given election and correlates such support with success or failure in the school elections sampled.

Linn, F. J. Voting dates and their implications for school elections in Arkansas. Doctoral dissertation, University of Arkansas, 1967.

Longo, G. A guide to campaign organization for a board referendum for the spring of 1977. Unpublished paper, University of Wisconsin, 1976.

Maier, M., & Leopold, V. How to win a school finance election. Unpublished paper, University of Wisconsin.

Maguire, J. W. Changing voter profile and school elections; the younger voters' impact on school and community. Intellect, 1972, 101, 113.

Maguire, J. W. Political techniques in school bond and millage elections. School and Society, 1971, 99, 514-5. (EJ 38792)

McCain, T. A., & Wall, V. D., Jr. Communication perspective of a school bond failure. Educational Administration Quarterly, 1976, 12, 1-17.

McCloskey, G. How to boost your chances for a bond issue victory. American School Board Journal, 1969, 157, 44.

National Education Association. School Finance Campaign Handbook for Education Associations, Washington, D. C.: Author, 1969.

National School Public Relations Association. Campaign planner, Arlington, Va.: Author, 1970.

Nunnery, M. Y., & Kimbrough, R. B. Politics, power, polls, and school elections. Berkeley, Calif.: McCutchan Publishing Corp., 1971.

The authors believe that school officials--superintendents, board members, central office personnel--can increase the educational opportunities in local districts by knowledgeable and ethically defensible political activity. This book describes the political structures in which school systems function. It explains voter behavior in school elections and provides information on the uses of modern opinion polls and the new politics.

Panas, J. But some districts still do win school referendums.

American School Board Journal, 1971, 40-42.

Piele, P. K., & Hall, J. S. Budgets, bonds, and ballots. Lexington Books: D. C. Heath and Co., 1963.

This book is a bibliographic essay and more for those who wish some understanding of the dynamics and stability of voting behavior. Chapter 4, "Variations in Voter Turnout: Causes and Effects," may be of special interest.

Piele, P. K. School financial elections. Educational Management Review Series Number 3, 1972. (ED 58 649)

Public opinion, voter behavior and school support. Olympia, Washington: Special Committee on Revitalizing Elections, 1971

Relationships of economic, social, and educational attitudes to the outcome of a school bond issue: An investigation of voter values and voting action. Unpublished paper presented to the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 25 to March 1, 1973.

In this survey of school bond election voters, the author uses the following measurement devised to assess the relationship between expressed value orientation and overt voting behavior: (1) traditional vs. emergent value orientations as measured by the Differential Value Inventory (DVI); (2) conservative vs. liberal politico-economic beliefs as measured by the Economic Liberalism Conservatism Scale (ELC); (3) expansionist vs. nonexpansionist school facilities views as

measured by the Facilities Scale (FS); (4) and broad vs. narrow curriculum views as measured by the Curriculum Scale (CS).

Roberts, J. Campaign planning. School Communications (Prepared by the Wisconsin Association of School Boards), 1976.

Robinson, A. P. Electoral behavior--comparative handbook. Political Science, 1975, 27(1-2), 141-142.

Rubinfel, D. L. Voting in a local school election--Micro Analysis. Review of Economic Studies, 1977, 59(1), 30-42.

Sellitti, R. E. Factors contributing to the approval, defeat, or appeal of school budgets. Doctoral dissertation, Fordham University, 1977.

This investigation sought to compare the perceptions of school board presidents, school superintendents, teacher association presidents, and PTA presidents in 105 operating districts of the State of New Jersey with respect to factors contributing to the approval, defeat, or appeal of their respective school budgets.

Tinglum, J. The future of school construction--boom or bust or----? Wisconsin School News, 1976.

Any attempt to predict the future by looking at the past is open to many questions. In this short article, however, six interesting generalizations are drawn from the past record of bond referendum results.

Travers, G. A. How we conducted successful school tax referenda. The

School Musician Director and Teacher, 1971, 43, 41-3+.

Turner, P. E. An analysis of school bond campaign techniques and their

voting patterns. Doctoral dissertation, University of California, 1968.

Vorreyer, W. J. Hints on conducting successful referenda. National

Association of Secondary School Principals (Bulletin), 1974,

58, 63-8.

Wardle, O. D. Multiple-issue ballot in school tax elections. Phi

Delta Kappan, 1977, 58, 426.

Wayne, S. P. View from ballot box-grim post mortem on school-finance

elections. Thrust, 1977, 6(3), 29-38.

Wells, E. School tax and bond issues are defeated by voters. CTA

Journal, 1970, 66, 33-5.

Whisler, N. L. Public relations activities and voter support of

public schools. Doctoral dissertation, Ohio State University, 1965.

To assess the effects of major public relations practices of school districts on voting behavior in school financial elections, the author compares the public relations activities of two types of districts; (1) strong support (two or more issues passed during the time period without any defeats) and (2) weak support (two or more issues defeated with more than one passing): Uses a pretested instrument (Walton instrument) for evaluating district PR effort and

uses the t-test to test the significance of differences between the means of the two groups of districts. The effect of district public relations efforts has been the subject of a good amount of speculation and some research. By using a reliable instrument and employing rigorous control measures, this study represents an important advance.

Paraprofessionals, Volunteers, and Aides

Anderson, D. A., & Jones, B. Management of paraprofessionals:

Delivery of professional human services, April 1972. (ED 068861)

Bartels, L. I. Simformation 2: A guide to organizing a volunteer program in IGE schools (CCL Documents). Madison, Wisconsin;

University of Wisconsin Research and Development Center, April 1977.

Brotherson, M. L., & Johnson, M. A. Teacher Aide Handbook.

Danville, Ill: Interstate, 1971.-

Cadle, K. W. Volunteers in education--handbook for coordinators of volunteer programs-recruitment-leadership-and-training-institute. Journal of Reading, 1976, 20(3), 259-260.

Carkhuff, R. R. Helping and human relations: A brief guide for training lay helpers. Journal of Research and Development in Education, Winter 1970, 4.

This guide is meant for the person who wants to help but who has had no formal training or experience in helping. The guide is set up in a series of statements that outline what you need to know about helping and how to help.

Chambers, J. C., (Ed.). Volunteers in education program. National Center for the Improvement of Educational Systems, U.S. Office of Education. ABS's: A Handbook for Educational Volunteers, Washington Technical Institute, Washington, D. C., 1972.

Cronin, J. M. Because they care: A resource manual for volunteer programs. Illinois Office of Education.

The twelve regional advisory councils of Illinois met and explored the growing phenomena of volunteers in education. They studied the present status of volunteer programs in the schools of Illinois to determine the drawbacks and to make recommendations for expanding the concept. The councils noted the need for dissemination of information so that others would know what is happening and where it is happening, where successful volunteer programs are taking place, and how a group of volunteers can improve and enrich an educational program. This publication is an attempt to begin the dissemination process and to help local school districts interchange resources about their volunteer programs.

Dickson, A. Tutoring--service within the community of the school itself. Community Development Journal, January 1975, 10, 44-50.

Doyle, J. R. Digging for human treasure: Senior citizen volunteers. Educational Leadership, October 1976, 34, 26-30.

Gogan, R. Scaling formal voluntary organizations as an element of community structure. Social Forces, March 1971, 49, 477-482.

Hartman, R. A. H. Voluntarism in the volunteer state. Phi Delta Kappan, May 1975.

Hubel, K. The teacher/advisor system in action. Dubuque, Iowa: Kendall/Hunt, 1976.

Hubley, J. W. School volunteer programs. How they are organized and managed. Worthington, Ohio: School Management Institute, 1972. (ED 077126)

Jackson, A. Volunteer way: National school volunteer program.

American Education, April 1975, 11, 11-17.

Morgan, C. Senior citizens step forward. The Education Digest, February 1976.

STEP, a project at Redding Connecticut, is an educational experiment to determine whether senior citizens can successfully tutor youngsters with learning difficulties. Although the Senior Citizen Tutoring Program is still experimental, those who have evaluated it to date are drawing conclusions that should be of interest to educators everywhere.

Moser, A. J. Training nonprofessional behavioral change agents.

Journal of School Psychology, Fall 1973, 11, 251-255.

Mott Institute for Community Development. The use of school volunteers. Michigan State University, East Lansing, Mich, 1973.

National School Public Relations Association. Paraprofessionals in schools: How new careerists bolster education. Arlington, Virginia: Author, 1972.

How paraprofessionals are helping to increase student achievement and free teachers to teach; what they do; how to recruit, train and supervise them. How states help local districts set up aide programs; how the federal career opportunities program helps low-income aides prepare for full-time careers in education.

National School Public Relations Association. Districts recruit aides to meet rising costs. Arlington, Virginia: Author, 1973.

The volunteer has become a necessary part of the educational team as school districts are concerned with rising education costs and teacher salaries, growing demands for parent and community involvement in the schools, increasing attention to individualized instruction. Benefits and drawbacks. How to recruit, train and utilize volunteers. Studies of successful programs.

Palzer, D. M. RSVP: A resource for volunteers; retired senior volunteer program. National Association of Secondary School Principals, February 1977, 61, 103-104.

Panek, A. Volunteer aides. Journal of Reading, April 1972, 15, 523+.

Perras, L. G. Volunteers and paraprofessionals in school programs. Education Canada, December 1973, 13, 16-22.

Raim, J. Rolling out the welcome mat to tutors. Reading Teacher, April 1973, 26, 696-701.

Shelby, E. Tipping the balance: The school volunteer. Saturday Review of Education, February 1973, 1, 36-40.

Sullivan, G., & Florio, C. Senior citizens in education. Social Policy, 1976, 7(3), 103-106.

Tutoring can be fun: A guide for tutors.

This book explains to children or adults how to tutor.

Will, P. Voluntary approach to curriculum development. Teaching Exceptional Children, Fall 1975, 8, 32-35.

Wyckoff, L. M. School volunteers face the issues. Phi Delta Kappan, June 1977.

School volunteerism is now almost universally accepted, and an estimated five million volunteers are at work. The growth has brought problems. For example, what should volunteers do when teachers strike? This question and others are briefly discussed in this article.

Yawkey, T. D., & Silvern, S. B. Selection and use of paraprofessionals in the school program. Education, Spring 1975, 95, 289-292.

Community Resources

Brimm, J. L. Community resource file: Improving school-community relations. School and Community, 1974, 61, 26.

Clay, K., & Dietz, J. J. Building a human resources file: A model: Missula area resource center. The Clearing House, April 1977, 50, 337-340.

Feely, E. L. A design for using community resources in the elementary school curriculum. Unpublished doctoral dissertation, University of Georgia, 1972.

The purpose of this study was to formulate a design for the utilization of community resources in the elementary school curriculum. There are three facets of the design. The first facet postulates ways of effecting planned change in an elementary school. The second facet deals with the identification and coordination of community resources. The third facet projects the utilization of community resources in the elementary school curriculum.

Group for Environmental Education, Inc. Yellow Pages of Learning Resources. Philadelphia, PA., 1972.

Hiemstra, R. Educating parents in the use of the community. Adult Leadership, September 1974, 23, 85-88.

Idea Bank: Using community resources. Music Educators Journal, January 1977, 63, 50-54.

Karant, V. I. Socrates denied: A defeat for community resource people in the public schools. Phi Delta Kappan, April 1977, 58, 639-641.

Martin, K. Arts, the schools, and the community-wide resource center:

Roberson center for the arts and sciences. Binghamton, N. Y.

Phi Delta Kappan, January 1975, 56, 334-336+. †

Pennsylvania Education 3. Huntington Finds Local Materials, July/
August 1972, 6.

Poole, C. N. How can schools use community resources. Educational
Leadership, April 1975, 32, 444-446.

Rosenstein, I. Availability of community resources for urban schools.
Education, Fall 1974, 95, 34-39.

Sommers, K. Make a resource person file. Instructor 82, August/
September 1972, 1, 62.

Attitudes

Almen, R. SEA Parent opinion survey--1974. Final report. Minneapolis, Minnesota: Southeast Alternatives Program, Minneapolis Public Schools, 1974.

How can parents best be involved in the evaluation of schools? In the Southeast Alternatives (SEA) Program in Minneapolis, parent evaluation is only one part of a larger attempt to involve parents in all parts of the school program.

Baker, E. L. Parents, teachers, and students as data sources for the selection of instructional goals. American Educational Research Journal, Summer 1972, 9(3).

The procedures used for the determination of curriculum goals historically have been based on the judgements of teachers, curriculum workers and "blue ribbon panels". The collection of data regarding student reactions to school goals has been scarce and often confounded with instructional techniques. Parental responses have been sought but usually in relationship to goals stated in relatively broad language.

Baker, J. A. A study of the attitudes of parents, teachers and principals toward parental involvement in school activities. Unpublished paper, North Texas State University, 1973.

The problem with which this investigation was concerned was that of surveying the attitudes of parents, teachers, and principals.

toward parental involvement in school activities. The study had a threefold purpose. The first was to determine the attitudes of parents toward involvement in school activities. The second was to determine the attitudes of teachers and principals toward parental involvement in schools. The third was to identify attitudes of parents, teachers, and principals toward various methods of involvement.

Boutwell, W. D. Are we just lucky our citizens haven't already begun to burn down their schools? American School Board Journal, May 1971, 158(11), 32-34. (EJ 37933)

Burack, C. An assessment of the influence of community schools on the attitudes and involvement of urban parents. Unpublished doctoral dissertation, University of Massachusetts, 1977.

The goal of this study was to assess the attitude of urban parents and the differences, if any between these parents having children who attend community schools versus those parents whose children attend a traditional neighborhood type school. This study, also, investigated the differences in parental involvement between the two types of schools. In addition, the study sought to determine if community schools had characteristics that could distinguish them from non-community schools.

Bynner, J. M. Parents' attitudes to education. London, England: Her Majesty's Stationary Office, 1972.

A follow-up survey was carried out in 1968 of 2,696 parents who were interviewed in a national survey conducted by the Government

Social Survey on primary education in England. Comparisons were made between information on (1) home background, (2) educational support and aspirations, (3) parent-school relations, and (4) parent-child relations, which were obtained from the parents in 1964 and 1968. The report concluded that the change from primary school to secondary school is accompanied by a decline in parents' involvement in their children's education and in their contact with the school. Aspirations are directed more at success in examinations, jobs and higher education. Highest aspirations are among mothers whose husbands are in non-manual occupations and those with children at grammar and independent schools. Parents in the manual occupational group give least educational support to their children, but most appear to desire more communication with the school about their children's progress.

Chapdelaine, L. G. Public opinion toward education: Declining enrollment and a shifting economy. Unpublished doctoral dissertation, Columbia University Teachers College, 1977.

The purpose of this study was to conduct a survey of public opinion regarding educational goals and outcomes in a school district experiencing declining enrollment and financial difficulties. A subsidiary purpose was to determine the degree of utility data might have for decision makers in the school district as they dealt with program priorities and school policies. The study was not a political analysis of influence in school-community interaction, nor was it an effort to test a specific hypothesis regarding public opinion

about the schools. It was a study to merely determine attitudes of people in a community regarding goals, policies, programs, and practices within the district's educational system.

Cope, J. H. School community attitude analysis of teachers and district residents. Unpublished doctoral dissertation, University of Rochester, 1970.

Crespi, I. What kinds of attitude measures are predictive of behavior. Public Opinion Quarterly, 1971, 35, 327-334.

Dreyer, E. C., & Rosenbaum, W. A. Public opinion and behavior: Essays and studies (2nd ed.). Belmont, California: Wadsworth, 1970.

The Gallup polls of attitudes toward education. Arlington, Virginia: National School Public Relations Association, 1969.

Reprints the remarkable series of nationwide polls of public attitudes toward public schools, with a foreword by George Gallup, summarizing his views of the findings of the "first five years" and what they portend for education. Outlines a process the school district can use to determine local public opinion about schools and education..

Gehrun, F. The public perception. College and University Journal, November 1972, 11(5), 23-24. (EJ 66242)

Greer, C. Cobweb attitudes. New York: Teachers College Press, 1970.

Harper, T. Altering the apathetic parent-community attitudes toward an inner-city secondary community school. Part of a doctoral requirement, Nova University, August 1975. (ED 113814)

Harris, L. Harris survey: Who does the public trust now? Chicago Tribune, December 6, 1973, section 1, p. 20.

Harrison, C. H. Community survey inspires innovation. Nation's Schools October 1973, 92, 60-61.

Hennessey, B. C. Public opinion. Belmont, California: Wadsworth, 1965.

In a democracy, the process from opinion to policy is an important one. How and why opinions are formed, held, and changed are topics explored through concept and theory. The dynamics of opinion change, viewed in a political context, make the book valuable to the schoolman. The measurement of opinion through polls and surveys is discussed. The methodology of survey research is presented in detail.

Hoke, P. A., Basile, D. D., & Whiting, C. R. How to improve community attitudes. Phi Delta Kappan, September 1971, 53(1), 30-32.

(EJ 44115)

Community involvement and financial support are among the first requisites for successful free public education. Both appear to be trending downward, at least in hundreds of districts. Community involvement in education was a research project designed to combat public apathy and negative attitudes toward the public schools. Goals for this project have far-reaching implications for most communities.

Hoyle, J. R., & Wiley, E. L. What are the people telling us? Phi Delta Kappan, September 1971.

The public demands a "piece of the action" in determining educational policy. What is demanded and how the demands are to be included in wiser decision-making is of primary concern to administrators. We must use practical and useful research techniques to assess the will of the people at the local level.

Jacob, H. Problems of scale equivalency in measuring attitudes in American subcultures. Social Science Quarterly, 1971, 52, 61-75.

James, T. Putting the public back in public education. Compact, October 1975, 9(5).

Spurred by a fresh surge of citizen concern, the question of "Who should control the schools?" is attracting widespread attention. Known variously as citizen participation, parent involvement, taxpayer revolt, community control and local control, it is raising tough questions about the relationship between the public and those it has made responsible for administering education programs.

Jennings, R. E., & Milstein, M. M. Citizens' attitudes in school tax voting. Education and Urban Society, May 1973, 5(3), 299-320.
(EJ 78893)

Johnson, B. Taping parent opinion. Instructor, March 1970, 79(7), 144-145.

Of the many means schools have devised to seek out and make use of parent opinions about schools, Johnson reports on one of the most creative. At Stanley Elementary School in Tacoma, Washington, officials had a difficult time getting parents in this racially mixed, low-income neighborhood to voice their feelings about school affairs.

Johnson, L. A survey of parents of students at Jordan Junior High School. Minneapolis, Minnesota: Department of Research and Evaluation, Minneapolis Public Schools, 1974.

When Minneapolis recently implemented a new desegregation/integration plan, the minority populations of Jordan Junior High School nearly quadrupled in one year. To see how parents felt about the new integration policies and about the quality of education at Jordan, a sampling of parents in all racial groups was taken by the Minneapolis Public Schools Department of Research and Evaluation.

Parents were interviewed in their homes about three specific topics: "parent satisfaction with the educational program," "parent preference for the two kinds of pupil progress reporting systems used at Jordan," and "parent feelings about desegregation and its impact on their children."

While it was not especially ambitious, the survey at Jordan provides an example of soliciting parent opinion on both very general and very specific topics. It is a good example of an evaluation procedure brought to bear on a localized problem.

Johnson, C. M. Public opinion, voter behavior, and school support.

Olympia, Washington: S.C.O.R.E, 1971.

Underscores the tactical importance of survey research findings from a number of sources. The data description refers to information from several private surveys of public opinion in the state of Washington.

- Kerlinger, F. N. A social attitude scale: Evidence on reliability and validity. Psychological Reports, 1970, 26, 379-383.
- Lemon, N. Attitudes and their measurement. New York: Wiley, 1973.
- Little, J. D. C., Sheridan, T. B., Stevens, C. H., & Tropp, P. Citizen feedback components (Technical Report No. 76). Cambridge, Massachusetts: Operations Research Center, Massachusetts Institute of Technology, 1972.
- Mirthes, C. A mother's view of education. Twin Parks School, Summer 1972, 1(1), 20-21.
- National School Public Relations Association. Human relations. Arlington, Virginia: Author, 1972.
- Explores steps school districts are taking to change attitudes, and build foundations of mutual respect and understanding among students, staff members and the community. Looks at such components as employment practices, staff training, curriculum, student activities, school-community relations, federally funded projects.
- National School Public Relations Association. Ideas for improving public confidence in public education. For action at local, state, national levels. Washington, D.C.: Author, 1971.
- Nimmo, D. D., & Bonjean, C. M. (Eds.). Political attitudes and public opinion. New York: David McKay Company, 1972.
- Ornstein, A. C. School superintendents attitudes toward community participation--advisement versus control. Journal of Educational Administration, 1976, 14(2), 162-175.

Pallister, R., & Wilson, J. Parent's attitudes to education.

Educational Research, 1970, 13, 56-60.

Sears, D. O. Attitudes and opinions. Annual Review of Psychology, 1969, 20, 253-288.

Tittle, C. R., & Hill, R. J. Attitude measurement and prediction of behavior: An evaluation of conditions and measurement techniques.

In G. F. Summers (Ed.), Attitude measurement (pp. 468-478).

Chicago, Illinois: Rand McNally, 1970.

Truman, D. B. The governmental process: Political interests and public opinion (2nd ed.). New York: Alfred A. Knopf, 1971.

Ventura, J. T. Community involvement in determining public attitudes toward educational goals and practices. Unpublished doctoral dissertation, Columbia University Teachers College, 1977.

This study involved the means by which a school board of education determined a community's attitudes toward the effectiveness of its schools and professional personnel. Another aspect dealt with the community's perception of educational goals and the importance attached to them, while a third segment of the study involved the Board's evaluation of the performance and effectiveness of a community task force formed to assist it in the project.

Wilker, H. R., & Milbrath, L. W. Political belief systems and political behavior. In D. D. Nimmo & C. M. Bonjean (Eds.), Political attitudes and public opinion. New York: McKay, 1972.

Wiener, W. K., & Blumberg, A. The parent school communications questionnaire: A measure of school and boundary permeability.

Paper presented at American Educational Research Association Annual Meeting, New Orleans, Louisiana, February 1973. (ED 75916)

Wiener, W. K. Parent, teacher, and principal perceptions of values and school boundary permeability. Paper prepared for the Annual Meeting at the North Carolina Association for Research in Education, Chingua-Penn, North Carolina, May 1974. (ED 100849)

Community Education

Administrators' forum: What price community use of schools? School Management, 1970, 14, 108.

American Association of School Administrators. New forms for community education, 1974.

Community involvement is the key to assessing our needs, reviewing our resources, and applying resources to problems in a synergistic way. This book not only explains community education as a concept, but it gives examples of communities where this kind of education is taking place today. At a time when resources are diminishing for education, educators everywhere should be seeking ways to augment their efforts with the efforts of others. Not only education, but society as a whole, will reap the benefits.

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Hiemstra, R. The educative community linking the community, school, and family. Lincoln, Nebraska: Professional Educators Publications, Inc., 1972. ED 78575.

Hiemstra defines the changing community and then proceeds to discuss mobilizing the educative community for activities such as decision making, joint planning, communication, and evaluation. One impressive chapter points out the many positive aspects of the community school and how this concept can be used as a focal point for the total community.

High school built for the community. American School and University, May 1976, 48, 94.

Hughes, R. R. (Ed.). The community school and its concepts. Albany: Department of Education Administration, State University of New York at Albany, 1972.

Jungerma, H., & Bettelheim, B. Children of future. Community education as new educational method. Argument, 1975, 17(5-6), 537-538.

Kerensky, V. M. & Melby, E. O. Education II: The social imperative. Midland, Michigan: Pendell Publishing Co., 1972.

Keyes, R. We, the lonely people. New York: Harper and Row, 1973.

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- Walker, J. E. Philosophy of community education. Journal of Thought, 1977, 12(1), 37-46.

Watt, L. R. Community education: The new frontier. Paper presented at the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin-Madison, December 1974.

Community education is the process whereby the community schools offer leadership and invite others to join in bringing together the community and its resources to improve the community's quality of life. Assuming that the community school is the most important delivery system to achieve community education, the author emphasizes the local school board's commitment toward community education implementation at the local school district level. For community-shared governance, the formation of a Community Advisory Council is suggested at the building, district, and state levels. Finally, the author emphasizes community education as a new frontier in the sense that it is a highly viable process for meeting the major problems of the society.

Wilkinson, D. H. Community schools: Education for change. Boston, Massachusetts: National Association of Independent Schools, 1973. LC 221 W54.

This is a study motivated by the author's conviction that, in the unrepresented and impoverished sections of the cities, involvement of parents in the education of their children is an essential step on the way to a better life for all in a fairer and more equal society.

SCHOOL-COMMUNITY RELATIONS PROCESSES

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Communication

Atkinson, K. Communication: Closing the widening gap. The Clearing House, September 1971.

While reluctance to increase support for public education need not mean that people have lost respect for education, it does imply that they are beginning to question administrators. They want information before they dig into their pockets for more money. They want to be better informed about education. Failure to communicate effectively may be due to a lack of understanding of the two-way communications process.

Azarnoff, R. New model for working with school-community councils. National Association of Secondary School Principals Bulletin, January 1974, 58, 58-62.

Bagin, D. Key communications--an authorized grapevine. Journal of Educational Communication, July-August, 1975.

Board members and administrators too frequently equate public relations and communications with one-way efforts such as newspaper publicity and newsletters. In a crisis, traditional communication channels don't operate fast enough or involve the audiences with the greatest need to know. The answer is a low-cost, two-way people network and the "key communicators" concept provides the basis for that network in many school districts throughout the country.

Bagin, D., Grazian, F., & Harrison, C. H. School communications ideas that work: A public relations handbook for school officials (4th ed.). Woodstown, New Jersey: Communicaid Incorporated, March 1977.

The public schools belong to the public, and the people entrusted with running them are school administrators. For years, however, little has been done to help the administrator communicate effectively with the community and with his students and staff. Too many administrators have attempted to hide the problems--hoping they would go away before the public discovered them. This book, written by three school communications and public relations consultants who are also practitioners, provides hundreds of ideas that have worked in school districts. It contains ways to help the school official implement an excellent communications program--one that will enable him to provide outstanding educational leadership for the community.

Bhola, H. S. Effective communication and good communication. National Association of Secondary School Principals Bulletin, May 1973, 57, 103-109.

Blakeman, J. D., & Emener, W. G. Training in interpersonal communication: Suggested techniques and approaches. Journal of Research and Development in Education, Winter 1977, 4, 36-46.

Blumler, J. G., & Katz, E. (eds.). The uses of mass communications: Current perspectives on gratifications research. Beverly Hills, California: Sage Publications, 1974.

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- Brown, R. Doublespeak: The sins of educationese. Compact, August 1975, 9, 22-24.
- Brooks, B. D. An open home night--a worthwhile communication vehicle. Journal of Educational Communication, September-October 1975, 1(2), 18-19. (EJ 137972)
- Burgio, R., & Litwin, M. L. A study of the use of commercial radio for school public relations (Master's thesis). Glassboro, N. J.: Glassboro State College, 1972.
- Campaigning on TV. Washington, D. C.: National Association of Broadcasters, 1970.
- Carter, L. R., et al. The development, implementation, and evaluation of a communication plan for a high school district. Unpublished monograph, Nova University, California, February 1976. (ED 125120)
- Casey, A. L. School and home communications. School and Community, April 1973, 59, 35.
- Chaffee, S. H. (ed.) Political communication: Issues and strategies for research. Beverly Hills, California: Sage Publications, 1975.

Communication (N. T. L. Training Manual). Bethel, Maine: National Training Laboratories.

Human communication in a face-to-face situation is almost always complex and frequently interactional. The complexities of motivation and behavior of the sender meets the equal complexities of perception and motivation of the receiver. A variety of impressions or messages are sent or received in any effort toward communication, and frequently considerable interaction among the persons involved is necessary for effective communication to take place.

It is important in examining face-to-face communication to recognize some of the forces present in the interpersonal or group situation affecting communication.

Cunningham, W. L. Some specific techniques for building a positive image. Speech made to the National Academy for School Executives, San Francisco, August 1, 1972.

Diener, J. M. Identification and evaluation of the home-school communications program in thirteen individually guided education schools in Alabama. Unpublished Ed.D. dissertation, Auburn University, 1972.

Dodd, J. M., & N. S. Communicating with parents. Academic Therapy, Spring 1972, 7, 277-283.

Douglas, J. R. Communication channels: The routes to community. The High School Journal, April 1973, 56, 328-335.

Dutton, W. M. Methods of communication in the school. Trends in Education, April 1973, 30, 13-19.

- Erickson, D. Major communication problems in the schools. Administrator's Notebook, March 1969, 14(7).
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- Fagen, R. R. Politics and communication. Boston: Little, Brown & Company, 1966.
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- Fairchild, T. N. Home-school token economies: Bridging the communication gap. Psychology in the Schools, October 1976, 13, 463-467.
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- Handbook for the production of 35mm sound filmstrips. St. Charles, Illinois: DuKane Corporation, 1973.
- Handbook umbrella 5-communications: ESEA Title III. New York City: School Community Interaction, July 1970. (ED 051345)
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- Harrison, C. H. Keep staff informed of building proposals. Nation's Schools, March 1974, 93, 70.
- Harrison, C. H. How to use newsletters to build school support. Nation's Schools, March 1970, 85, 89-90.
- Harrison, C. Schoolmen must get over the propaganda hangup. Nation's School, Fall 1970, 85, 15-16.
- Haskins, J. B. How to evaluate mass communications: The controlled field experiment (A research monograph). Syracuse University, Syracuse, New York.

Mass communication is increasingly a serious topic for scientific study in both the academic and business worlds. Its potential power as a force in improving the human situation is beginning to be recognized and clarified. Advertising is one aspect of communications which has received relatively little attention in academic circles, possibly because of a traditional suspicion of any activity whose primary purpose is profit. However, Haskins believes that the academic community can perhaps profit by "reassessing the methodological developments going on in the marketplace".

Herman, J. J. Workshop aids internal communications: For board members, teachers and administrators. School Management, July 1972, 16, 35-36.

How to make an effective presentation. Arlington, Virginia: National School Public Relations Association, 1971 (A slide-tape presentation).

Hubbell, N. Communicate positively. Wisconsin School News, January 1977.

Hunter, M. C. Home-school communication. National Elementary Principal, 1967, 47, 24-30.

If you want air time. Washington, D. C.: National Association of Broadcasters, 1970. "Producing filmstrips and slides."
Rochester, New York: Eastman Kodak Company, 1971.

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Kindred, L. W. How to tell the school story. Englewood Cliffs,
New Jersey: Prentice-Hall, Inc., 1960.

Kirsch, M. G. Telephone: An unexploited resource. Phi Delta Kappan,
April 1973, 54, 556-557.

Larson, K., & McGoldrick, J. H. Handbook of school letters. West
Nyack, New York: Parker, 1970.

This handbook was prepared especially for school administrators,
teachers, counselors, and central office personnel. Presented is
virtually every letter you'll ever write covering the entire range of
school situations, all which can be used as patterns or models.

Lewis, A. The school and the press. Washington, D. C.: National
School Public Relations Association, 1965.

Lichter, P. Communicating with parents: It begins with listening.
Teaching Exceptional Children, Winter 1976, 8, 66-71.

Lichtman, E. Educating parents about education: A review of some
issues, methods and sources of information. Stanford University,
California, December 1974. (ED 129710)

Lieber, R. H. How to tell for sure if that local newspaper of yours
is really on your side. American School Board Journal, February
1971, 158(8), 20-21. (EJ 032928)

Lucas, B. G., & Lusthaus, C. S. Parental perceptions of school
communications. The Canadian Administrator, November 1977, 17(2).

The study reported in this paper was based upon the assumptions
that parents have an image of the "communications boundaries" of their
children's schools and that knowledge of this image is basic to the

school's development of audience-oriented communication. Schools, then, might be regarded as relatively "open" or "closed" depending upon the degree to which their communication boundaries are permeable to parental input.

Maeroff, G. I., Bottomly, F., & Woodring, P. The schools and the press (Occasional paper no. 21). Washington, D. C.: Council for Basic Education, 1974.

Marnix, A. M. School-home communications: Information and media preferences of parents of secondary school students. Ph.D. dissertation, University of Oregon, 1971.

This study examined the opinions of parents of secondary school students as to their preferences in school-to-home communications. Specifically, the study focused on the parents' preferences in the communication content, frequency, and media. The study also attempted to measure any significant relationship between the parents' preferences and occupational group.

Matczynski, T., & Rogus, J. Principal-central office communication. National Association of Secondary School Principals Bulletin, January 1977, 61, 37-43.

Mayer, F. C. Internal communications. The Clearing House, January 1970, 44, 290-295.

McCloskey, G. E. Education and public understanding. New York: Harper and Row, 1967.

This is a thorough treatment of communications dealing with varied aspects from in-house communications to use of media. General guidelines are given to minimize conflict based on lack of information. The book is very detailed in explaining how to implement good communications for the school.

McLuhan, M. Understanding media: The extensions of man. New York: McGraw-Hill, 1964.

Mead, N. Are there any school administrators listening? Nation's Schools, June 1971, 87, 41-45.

Morgan, L. B. At least talk to each other. The Personnel and Guidance Journal, January 1971, 49, 390-393.

Mortensen, C. D. Communication: The study of human interaction. New York: McGraw-Hill, 1972.

Mueller, C. The politics of communication. London: Oxford University Press, 1973.

Mullins, C. How to get along with your local newspaper. American School Board Journal, October 1973, 109, 31-34.

Namioka, L. Jargon pollution and control needed. Instructor, August 1975, 85, 45-46. (Education Digest, December 1975, 41, 36-37).

A handbook designed for those who are responsible for printed materials produced in schools, school systems and education organizations.

National School Public Relations Association. Communicating during negotiations/strikes. Arlington, Virginia, 1976. (ED 125125)

National School Public Relations Association. Communication ideas in action. Washington, D. C., 1970.

Deals with improvement of newsletters, the annual report, recruitment materials. Chapters on dissemination of news and on photography.

National School Public Relations Association. Putting words and pictures about schools into print. Arlington, Virginia: Author, 1971.

Nelson, R. C., et al. Issues and dialogue: Reaching parents and the community. Elementary School Guidance and Counseling, December 1974, 9(2), 143-148. (EJ 108940)

Olson, D. R. (Ed.). Media and symbols: The forms of expression, communication, and education (Seventy-Third Yearbook of the National Society for the Study of Education). Chicago: University of Chicago Press, 1974.

Parent-a-week call program builds community image. Nation's Schools, May 1974, 93, 47.

Parsey, J. M. (Director). Theory for the new media in education. Educational Publication Services, College of Education, Michigan State University, August 1978.

Pino, E. C. The relative effect of structured messages on the attitudes of parents toward schools. Ph.D. dissertation, Stanford University, California, 1965.

Richoux, Y. B. Art of mass communication. National Elementary Principal, May 1970, 49, 36-37.

Rings, R. L. Public school news coverage with and without PR directors. Journalism Quarterly, Spring 1971, 48.

Ripple, R. E. Communication, education, and creativity. Contemporary Educational Psychology, 1977, 2(3), 219-231.

Rittenhouse, C. H. Educational information uses and users. Audio-visual Communication Review, Spring 1971, 19, 76-88.

Ruesch, J., & Kees, W. Nonverbal communication. Los Angeles: University of California Press, 1974.

Few people are aware of the principles that apply to nonverbal communication. This book is the result of an attempt to investigate a number of the nonverbal ways in which people communicate with each other. It is the author's hope that, with the use of nonverbal denotation devices and with a fuller understanding of the problems of nonverbal communication, better ways may be found to approach a number of difficulties encountered in human relations, education, and mental health.

Ruffin, S. C. Principal as a communicator. National Association of Secondary School Principals Bulletin, April 1972, 56, 33-38.

Rufsvold, M., & Guss, C. Guides to educational media. Chicago: American Library Association, 1971.

Sanford, A. C., Hunt, G. T., & Bracey, H. J. Communication behavior in organizations. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976, p. 104.

Schmidt, J. C., & Atlas, J. W. Teacher-parent communication: A consulting model. The School Counselor, May 1976, 23, 346-352.

- Sharrock, A. N. Aspects of communication between schools and parents; Great Britain. Educational Research, June 1970, 12, 194-201.
- Shidle, N. G. The art of successful communication. New York: McGraw-Hill Book Company, 1965.
- Slides with a purpose. Rochester, New York: Eastman Kodak Company, 1971.
- Sloan, B. School-home communications. Educational Specialist Degree Thesis, University of Toledo, Ohio, 1973.
- So you're going on TV. Washington, D. C.: National Association of Broadcasters, 1971.
- Spillman, R. J. Contemporary pressures and problems create need for new techniques and methods of communication. Contemporary Education, May 1969, 40, 329-331.
- Stackig, B. B. Professional handbook for school-community information services. In Suburban Area Study Group (Eds.), The school and the community: A communications study. Washington, D. C.: Meyer Foundation, 1966.
- Thomson, K. A. School-community communication systems in small school districts: An investigation of present methods and a model for utilization. Unpublished Ed.D. dissertation, University of South Dakota. Vermillion, South Dakota, 1973.
- Thurlow, A. P. Parent-teacher communication. Young Children, December 1972, 28, 81-83.
- Trump, J. M. The importance of face to face communications. School Management, August, 15, 36-37.

Turnbull, A., & Baird, R. Graphics of communication. New York: Holt, Rinehart, & Winston, Inc., 1967.

Tyler, K., & Williams, C. Educational communication in a revolutionary age. Worthington, Ohio: C. A. Jones Publishing Company, 1973.

Tyler, J. L., & Larsen, S. C. HXCP: A boon for teachers; Home-school communication program. Academic Therapy, Winter 1973-1974, 9, 215-220.

Valentine, J. W., et al. Administrative verbal behavior; what you say does make a difference. National Association of Secondary School Principals Bulletin, December 1975, 59, 67-74.

Wenig, M., & Brown, M. L. School efforts + parent/teacher communications = happy young children. Young Children, July 1975, 30, 373-376.

Wilson, T. C. Media support of community schools. Phi Delta Kappan, November 1972, 54, 185.

Wisconsin Association of School Boards. School communications - A guide to common-sense approaches to good communications in your district. Winnecone, Wisconsin: Author, October 1975.

Winfield, K. A summary of reported research studies dealing with selected mass media of communication, and the implications of the findings for school-community relations programs. Unpublished Ed.D. dissertation, Temple University. Philadelphia, Pennsylvania, 1965.

The main purpose of this study was to organize and summarize reported research studies dealing with selected audiovisual mass media of communication and to point out the implications of the findings for school-community relations programs. The study was also concerned with the present state of knowledge and with pointing out areas that need further study to future investigators. Another objective was to provide a source of materials to school officials.

The need for this study has been pointed up by school administrators attempting to tell the school story. Telling the story effectively requires the application of specialized knowledge and technical skill in the use of audiovisual mass media of communication.

Wolf, W. C., Jr., & Fiorino, A. J. Study of selected assumptions underlying educational communication. Adult Leadership, January 1973, 21, 214-216.

Wynne, E. The politics of school accountability: Public information about public schools. Berkeley, California: McCutchan Publishing Corporation, 1972.

In general, this book provides a framework for the need for keeping the community informed as well as for a continuous feedback from the community into the schools. The focus is on the concept of "accountability" with its implications for topics such as: "the impact of the public on public school policy making," "attitudes and patterns of reporting," and "forces attempting to generate school feedback systems."

Young, J., & Emanuel, J. Using the grapevine as a problem-solving tool. National Association of Secondary School Principals Bulletin, April 1977, 61, 46-48.

Involvement

- Abbott, J. L. Community involvement: Everybody's talking about it. National Elementary Principal, January 1973, 52, 56-59.
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- Anselmo, S. Parent involvement in the schools. The Clearing House, March 1977, 50, 297-299.
- Axelrod, J. Community involvement in the reading program. Elementary English, September 1974, 51, 894-895.
- Bailey, W. J. Structuring citizen involvement in local schools. Journal of Educational Communication, November/December 1975, 1(3), 21-23. (EJ 138 085)
- Berne, D. L. Parent night: A unique concept in community involvement. The Clearing House, April 1973, 47(8), 459-462. (EJ 77148)
- Bitter, G. B. Family impact: Fallacies, feuds, and fundamentals. The Volta Review, December 1976, 78, 312-317.
- Bloom, J. W. Building parent involvement. Elementary School Guidance and counseling, October 1973, 8, 43-49.
- Bridges, E. M. Subjective and objective aspects of demands for involvement. Administrator's Notebook, 1969, 17, 6.

Conant, M. M. Teachers and parents: Changing roles and goals.

Childhood Education, December 1971, 114-118.

This article emphasizes that schools must take steps to involve parents more deeply in an educational partnership. It contends that parent involvement in schools brings many opportunities and benefits to the classroom and to the home. (1) Parents working as volunteers in the schools learn about what the school is teaching and why; (2) Teachers fulfill their roles more fully by making their educational expertise available to a crucially interested party; and (3) Children see their parents in new and positive roles gaining tangible evidence of their parents' interest in them and in their school. In reverse, teacher involvement in homes helps parents see themselves as active educational change agents in their childrens' lives and learn how they can help their child at home. Lessons are drawn from a sample program, that is, work being done in the home with parents to enhance the development of infants and very young children. A final note of concern regarding parent-teacher relationships indicates the need for preservice preparation of teachers for working with parents.

Community Involvement in Regional Planning. Madison, Wisconsin:

Dane County Regional Planning Commission.

Citizen participation here is described as a circular system for communication--a sensitive hoop that encourages communication among all people. The purpose of this report is to identify alternative methods of community involvement, as well as practical suggestions

for developing and carrying out an effective program. There are no easy answers that will meet the needs of every agency or region. However, the suggestions given will be a useful resource for the development of individual programs.

Crosby, J. H. Jr. A survey of principal attitudes toward community involvement in a Southern public school system. Unpublished doctoral dissertation, University of Massachusetts, 1977.

The main purpose of this study was to assess the attitude of principals toward community involvement in a southern public school system. More specifically, this study sought to determine the degree to which principals feel that community involvement can contribute to the quality of education in their schools.

Cunningham, L. L. Community involvement in change. Educational Leadership, 1974, 27, 363-366.

Community involvement is viewed as an educational game and the understanding of the new forms of citizen participation has been emphasized. School boards have to be agents for community feeling. Curriculum people should seek out feelings--fresh attitudes--and the rights, privileges, and responsibilities of professionals are in need of fresh review. Finally, it is emphasized that community involvement should be directed toward understanding and joining forces in mutual attack on the basic educational problems.

Cramer, H. L., & Wehking, R. J. Charretting the planning process.

Chicago Board of Education, Illinois., Department of Facilities Planning, June 1973. (ED 84681)

Cronin, J. M. Community involvement in educational policy-making.

The School Administrator, May 1971.

Cunningham, L. L. Community involvement in change. Educational Leadership, 1970, 27, 363-366.

Decentralization and community involvement in local school systems.

National Education Association Research Bulletin, March 1970, 48.

Deshier, B., & Erlich, J. L. Citizen involvement: Evolution in the revolution. Phi Delta Kappan, November 1972, 54, 173-175.

Demand for public involvement: Making it effective. Discussion Compact 5: special issue, 1971, 28-29.

Estes, N. Operation citizen involvement spells help for school challenges. Educational Leadership, January 1974, 31, 365-368.

Fedorko, H. T., & Rhodes, D. S. Cooperation is the key. Momentum, December 1976, 7, 4. (EJ 158 017)

Parent evaluation of schools cannot take place unless parents are brought into the round of activities that occur in the school. According to these authors, home and school attitudes are related and must be mutually reinforcing. Parents must be fully involved with their children's education, and teachers and schools must be geared to help parents "state the goals they have for their individual child."

The authors recommend a program in which parents can comfortably observe their children's teacher in the classroom. Parents can observe more "current methods of instruction and techniques of

behavior control and classroom management." An informal discussion/information area could be provided for parents, and program directors could occasionally make presentations to parents on educational topics.

Feldman, M. A., et al. Parents and professionals: A partnership in special education. Exceptional Children, May 1975, 41, 551-554.

Fells, D. R. Are parents really partners in education? National Association of Secondary School Principals Bulletin, January 1974, 58, 26-31.

Fonstad, C. Citizen involvement basic to community education. Wisconsin School News, November 1975.

Greenwood, G. E. and others. Some promising approaches to parent involvement: Florida Follow Through program. Theory into Practice, June 1972, 11, 183-189.

Gross, M. Community involvement helps relieve attendance problems. National Association of Secondary School Principals Bulletin, April 1977, 61, 115-116.

Harrison, G. F. The charrette: A unique tool for educational planning with intensive community involvement. Catalyst for Change, Spring 1976, 5(3), 24-27. (EJ 138 031)

Herman, B. E. Community involvement--a positive approach in education. Integrated Education, March/April 1971, 9(2), 28-30. (EJ 34870)

Hess, H. S. The Third Side of the Desk. New York: Scribner's, 1973.

Hofmeister, A., & Reavis, H. K. Learning packages for parent involvement. Educational Technology, July 1974, 14, 55-56.

Hoke, G. Involving parents in programs of educational reform.

Education of the Young Child,

Where once parents were only involved in the schools through the PTAs and parent-teacher conferences, in many areas they are now assuming more responsibility and active interest. This selection discusses some of the programs which have been attempted in several cities, and the effects of involving parents in the education of their children.

Involving parents in classroom activities. Instructor, August 1972, 82, 54-58.

Jennings, M. K., & Zeigler, H. The non-involved public. School and Society, 1969, 92, 406.

Jongeward, R. E. Involving rural people in rural education. Paper presented at the Annual Meeting of the Rural Sociological Society, Montreal, Canada, August 25, 1974. (ED 93558)

Karnes, M. B., & Zehrback, R. R. Flexibility in getting parents involved in the school. Teaching Exceptional Children, Fall 1972, 5, 6-19. (Bibliography)

Klopfer, L. E., & Champagne, A. B. Parental involvement in individualized instruction: A new strategy of education for survival. Educational Technology, April 1973, 13, 36-39.

Londerville, J. John Dewey here we come: Community involvement program. Education Canada, Fall 1976, 16, 14-19.

Miller, M. R. The structure and process of school/community involvement. Ann Arbor, Mich.: Xerox University Microfilms #75-25, 576, 1975. (ED 124 649)

Mitchell, R. I. A study to determine the extent to which selected school community members are involved in the participatory management process. Doctoral dissertation, Florida Atlantic University, 1977.

This study was designed to examine the perceptions of selected school community members and to determine to what extent they perceived their involvement in the participatory management process.

Montano, M. School and community: Boss-worker or partnership.

Paper presented at the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin-Madison, December 1974.

This paper discusses substantial rationales for equalizing the balance of power between the middle class school and poor community, the consumer rationale, the community center rationale, and the community support system rationale. Also it discusses community involvement experiences in budgeting, school personnel, and curriculum development. Community involvement is stated as being the most productive when handled as a joint exercise in communications and the redistribution of power, responsibility, and money.

National Education Association. Parent involvement: A key to better schools Washington, D. C.: National Education Association, 1972.

Nedler, S. Working with parents on the run. Childhood Education, January 1977, 53, 128-132.

Office of Education. Workshop report on parent-community involvement. Washington, D. C.: Department of Health, Education, and Welfare, 1969.

Oscarson, J. M. Community involvement in accountability. Research and Development in Education, Fall 1971, 5, 79-86.

Peach, J. W. Community involvement: Assisting the school in setting educational goals. CCEA Newsletter, November 1973, Number 6.

Pharis, W. L. Parents or parrots? National Elementary Principal, March 1977, 56, 79-80.

Phi Delta Kappa's Commission on Educational Planning. A model program for community and professional involvement, Chico, California, 1972.

Rich, D., & Van Dien, J. School and parent community involvement: New dimension in teacher education (revised edition). Washington, D.C.: The Home and School Institute, Inc., 1974. (ED 97292)

Riles, W. C. ECE in California passes its first tests. Phi Delta Kappan, September 1975, 57, 3-7. (EJ 122 522)

The Early Childhood Education (ECE) program in California is an attempt to restructure the K-3 program. It is characterized by a low pupil-teacher ratio, individual instruction, and parental involvement. ECE has no categorical programing. Each child is treated as an individual learner.

A unique aspect of the ECE program is the way parents are involved functionally. They serve on ECE advisory committees at each school. They help prepare instructional materials, and they work with students in a one-to-one relationship in the classroom. Each parent brings a different cultural background, pursuits, and interests to the school.

Safran, D. Preparing teachers for parent involvement. Berkeley, California: Center for the Study of Parent Involvement, October 1974.

A paper presented to Teacher Corps Associates Conference on Community Participation in Education, University of Wisconsin-Madison, December 10, 1974.

This paper starts to answer a question: Why involve parents?

It elaborates a generalization that the involvement of parents in the formal education of their children is good for the children, for the parents, for the teachers, for the schools, and for the community. Assuming that teachers must be prepared for work with parents before they start teaching, the paper proposes seven competencies expected of teachers working with parents.

School and parent community involvement; career development for teachers and administrators. Washington, D.C.: Home and School Institute, Inc., 1973. (ED 86643)

Scriven, G. Teachers working with parents in schools. The Education Digest, February 1976.

There appear to be three levels of parental involvement in the schools. The first enhances communication through parent conferences and parent meetings. The second level involves parents in the instructional program as resources and volunteers; the third engages parents as policy and curriculum makers. If school personnel wish to improve their parent-teacher relations, they may wish to develop a program incorporating all three levels of parental participation.

Seldin, F. A study of an attempt to increase community involvement in an urban school system. Unpublished doctoral dissertation, University of Rochester, 1973.

Skaar, G. O., & Goodridge, C. G. Community involvement in education. Madison, Wisconsin: Wisconsin State Department of Public Instruction, 1975. (ED 120 973)

The issue addressed in this paper is that of developing effective relationships between the schools and the community. First, the need for community involvement is explicated and the goals of community involvement are then outlined. A theoretical basis for community involvement is next presented, followed by the presentation of a model of home-school-community relations. The components of this model are examined in detail and suggestions made for improving home-school-community relationships through the use of this model.

Snyder, M. L. Community involvement in participatory decision-making.

Paper presented to the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin-Madison, December 10, 1974.

This paper presents a brief overview of the Prince William County Plan for community, staff, and student involvement in schools. The plan is viewed as a model for participatory management.

Stearns, M., et al. Parent involvement in compensatory education programs. Menlo Park, California: Stanford Research Institute, 1973.

Symposium on neighborhoods and citizen involvement. Public Administration Review, May/June 1972, 3, entire issue.

Van Willigen, J., & Spence, A. G. Parental Involvement in Schools. Northian, Spring 1973, 9(3), 42. (EJ 85033)

Williams, K. Community involvement. Wisconsin School News, May 1977.

Wise, H. D. (Ed.). Community involvement: Symposium. Pennsylvania School Journal, April 1973, 121, 168-237+.

Wood, A. J. Some effects of involving parents in the curriculum.

Trends in Education, October 1974, 35, 39-45.

Wolotsky, H. Parental involvement. New York: Bank Street College of Education, revised mimeograph, 1972.

Participation

Adams, D. M. Predictors and effects of participation in interactive activities. California Journal of Educational Research, March 1975, 26, 63-81.

Alienation, decentralization and participation. Public Administration Review, January 1969, 29, 3-63.

Alutto, J. A., & Belasco, J. A. Typology for participation in organizational decision making. Administrative Science Quarterly, 1972, 17, 117-125.

Are citizens being left out of educational planning?; symposium. National Elementary Principal, March 1976, 55, 19-35.

Arnstein, S. R. Eight rungs on the ladder of citizen participation. In E. S. Cahn & B. A. Passett (Eds.), Citizen participation: Effecting community change. New York: Praeger, 1971.

Arnstein, S. R. A ladder of citizen participation. American Institute of Planners Journal, July 1969, 35, 216-324.

Assuming that "citizen participation is citizen power," a typology of citizen participation is offered using examples from three federal social programs: urban renewal, anti-property, and Model Cities. The typology consists of eight rungs--(1) manipulation, (2) therapy, (3) informing, (4) consultation, (5) placation, (6) partnership, (7) delegated power, and (8) citizen control, which are arranged in a ladder pattern with each rung corresponding to the extent of citizen's power in determining the plan and/or program.

Although the eight-rung ladder is a simplification, it illustrates significant gradations of citizen participation from nonparticipation to citizen power. The typology would be useful to understand increasingly strident demands for citizen participation in education in the context of power and powerlessness.

Barbic, A. Participation or escape? Journal of Communication, Spring 1976, 26, 36-42.

Bartels, L. I., & Kargas, L. M. The involvement of parents, students, and staff in educational decision-making. Unpublished paper, University of Wisconsin, 1976.

Positive home-school-community relations are generated and maintained by involving parents and pupils in educational decision-making. This article deals with such opportunities on the unit level of an IGE school and presents a paradigm to identify ideal shared-decision points for parents, students, and specialized personnel.

Bauch, J. P. et al. What makes the difference in parental participation? Childhood Education, October 1973, 50, 47-51+.

Bobbe, R. A., & Connolly, P. E. Educational decision-making: Collaboration among school board, administrators and the community. Educational Technology, 1975, 15, 21-25.

Bolan, R. S. Community decision behavior: The culture of planning. American Institute of Planners Journal, September 1969, 301-310.

Based on the assumption that the community decision arena is considered the culture of planning, a conceptual framework is developed

for better understanding the relationships between the planning process and community decision making. The framework can be applied to understand the culture of educational planning in urban settings.

Brown, L. L., & Moore, J. E. Jr. School planning and the public.

School and Community, May 1972, 58, 12-13.

Cahn, E. S., & Passett, B. A. (Eds.). Citizen participation: Effecting community change. New York: Praeger Publishers, 1971.

Campbell, R. F. Community decision making. The organization and control of American schools. Columbus, Ohio: Merrill Books, 1965.

Carol, L. N. Court-mandated citizen participation in school desegregation. Phi Delta Kappan, November 1977, 58(14).

Carson, R. Teacher participation in the community. Eugene, Oregon: University of Oregon, Center for the Advanced Study of Educational Administration, 1967. (ED 014 798)

Cartwright, A. Community participation and aide program. Paper presented at the National Association of Secondary School Principals Annual Convention, Anaheim, California, March 1972. (ED 62698)

Cartwright, G. J. A study of lay motivations to influence public schools. Doctoral dissertation, University of Wisconsin, 1971.

Chesler, M. A. Shared power and student decision making. Educational Leadership, October 1970, 28(1), 9-14.

The article presents how to help create systems of shared power with greater student decision making in secondary schools. First, it discusses some models of student decision making, which is meant that the students must have real power, real authority, and hence,

responsibility for educational decisions and administrative governance of the school. Second, in implementing shared power systems, professional retraining and structural alterations are required for the most satisfactory change in the creation and operation of school power structures.

The article proposes a radical approach to student power in school decision making. For student decision-making to be effective, it must be guided for students to keep taking their fundamental roles as students within the school system.

Cibulka, J. G. Measuring formal citizenship in educational programs.

Division Generator, March 1974, 4(2), 4-12.

Clark, T. N. Community structure and decision making: Comparative analyses. San Francisco, California: Chandler, 1968, chapters 2, 4, and 5.

Cleary, R. E. Participation, public policymaking, and American democracy. Social Education, October 1972, 36, 615-619+.

Under the assumption that the democratic society requires a decision-making process which allows participation at the same time it imposes limits on that participation, this paper presents an overview of (1) the process of public policy making, (2) the bases of public policy decisions, and (3) public participation in policy making, at the national level. Within this framework, it is indicated that "educators have a particular responsibility to illuminate the nature of the decision-making process and the bases on which decisions are made, along with making special efforts to reach

those who are outside the system in order to broaden their opportunities for participation in it," when they attempt to help young people develop the ability to investigate social problems around them.

Cleveland, H. How do you get everybody in on the act and still get some action? Educational Record, Summer 1974, 55, 177-182.

Cole, R. L. Citizen participation and the urban policy process.

Lexington, Massachusetts: Lexington Books, 1974.

Community participation class. Resources for Youth Newsletter, October 1973, 3(1), 1.

Conant, M. M. Teacher and parents: Changing roles and goals. Childhood Education, 1971, 48, 114-118.

Conway, J. A. Power and participatory decision making in selected English schools. Paper prepared for the American Educational Research Association Conference, New York, April 1977.

Cooper, M. R., & Wood, M. T. Effects of member participation and commitment in group decision making on influence satisfaction, and decision riskiness. Journal of Applied Psychology, April 1974, 59, 127-134.

Council of Big City Boards of Education. The movement toward greater community involvement in educational decision-making. Washington, D.C.: National School Boards Association, 1969.

Crain, R. L., & Rosenthal, D. B. Community status as a dimension of local decision making.

This paper develops one basic hypothesis dealing with the effect of the socioeconomic status of the population of the community upon the decision-making process. It examines different community issues such as urban renewal, school desegregation, civil rights movements, fluoridation controversies, and Negro vote registration. It is found that twenty-two cases support the hypothesis that a city with a well-educated population is partly immobilized by high levels of citizen participation which prevent the government exercising the authority to make decisions. There are also ten reversal cases at the high end of the educational distribution. Thus the relationship is curvilinear at the extreme upper end of the distribution; very high status cities demonstrate a more tightly organized and more potent decision-making structure, similar to low status cities.

Crain, R. L. The politics of school desegregation. Chicago, Illinois: Aldine Publishing Company, 1968.

The book is a result of a research study which investigated the decision-making process in 15 northern and southern school districts. The focus of the study is decisions regarding school desegregation. The three variables which were compared among the 15 districts were: content of decision, analysis of group involved, and characteristics of school boards themselves. The interplay of historical, political, and sociological factors in the decision-making process is analyzed and documented. Both the differences and similarities between northern and southern understandings and strategies are documented.

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Cunningham, L. L., & Nystrand, R. O. Citizen participation in school affairs. A report presented to the Urban Coalition, Washington, D.C., 1969.

The recommendations in this paper are based on the assumption that citizen pressure for an expanded role in school affairs will continue. Each of the modes of participation described in this report is a product of the context it was developed and sets forth some general directions for the future development of citizen participation.

Davies, D. The emerging third force in education. Educational Horizons, Fall 1973.

Largely because of two forces, reform in education is coming slowly: 1) School systems, especially in the cities, have become increasingly beauracratc and resistant to change; 2) teachers' organizations have acquired great new power and are usually a force against rather than for change. One main hope for reform lies in the emerging third force of parents and citizens.

Douglah, N. Some perspectives on the phenomenon of participation. Adult Education, Winter 1970, 20, 88-98.

Downs, A. The key role of citizen participation in the community development program. The Municipality, February 1975.

Edgerton, W. B. Who participates in education exchange? Annals of The American Academy of Political and Social Science, 1976, 424. 6-15.

Eggleston, J. Decision making on the school curriculum; a conflict

model. Bulgaria: Working Group 9, World Congress of Sociology, 1970.

Eye, G. G. We, the people. Journal of Educational Research, May-June 1975, 68(9), 341-346. (EJ 131684)

Pagan, D. F. Community participation in decision-making. Educational Horizons, Fall 1973, 52(1), 10-13.

Fahey, J. Shared power in decision-making in schools: Conceptualization and implementation. Unpublished doctoral dissertation, University of Michigan-Ann Arbor, 1971.

This study deals with the various mechanisms and procedures that are currently being utilized to share power in decision-making in schools in the United States. A major focus of the study is to describe the attempts to share power among all participants in an individual school.

Fantini, M. D. Community participation: Many faces, many directions. Educational Leadership, May 1972, 29, 674-680.

Fantini, M. D. Community participation: Present and future patterns. Journal of Education, August 1976, 158, 17-30.

Fairbanks, D. W. Copy this sensible approach to setting goals for your schools. American School Board Journal, August 1976, 163, 34.

Fantini, M. P. Participants and participation. Paper presented at the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin-Madison, December 10, 1974.

With the broader relationship of the school and the community this paper criticizes that the current school system was never designed to educate everyone, to respond to diversity, or to renew society. Against conventional participation in a representative form, every citizen's direct participation in making decisions concerning his education, Fantini strongly prefers.

Fantini, M. P. The people and their schools: Community participation.

Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 19

(ED 112479)

In order to provide a perspective for his discussion, Fantini begins with the broader relationships of the school to the public community. This broad framework also emphasizes the emerging roles of the four participants as they deal with the dramatic changes that have taken place in society and which impinge on the school.

Feldman, R. H. Involvement in and satisfaction with decision making related to staff and student behavior in IGE schools. Unpublished doctoral dissertation, University of Wisconsin-Madison, 1976.

Fessler, D. R. Maximum feasible participation. Adult Leadership, January 1970, 18, 207-208+.

Fitzgerald, R. T. et al. Participation in schools? Five case studies. Victoria, Australia: Australian Council for Educational Research, ACER Research Series No. 98, June 1976.

Flaaten, W. R. The role of the elementary school principal, teachers, and parents in the area of curriculum improvement. Unpublished doctoral dissertation, Brigham Young University, Provo, Utah, 1972.

Focusing on an experiment in ombudsmanry. BASA Administrator, January 1974, 1(1), 1.

Four models of school responsiveness. Center, 1974, 1(1), 9.

Gittell, M. Decentralization and citizen participation in education. Public Administration Review, October 1972, 32, 670-686.

Gittell, M. Community participation in education. Paper presented at the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin, Madison, December 1974.

Community participation is defined as a direct community involvement in decision-making with emphasis in "delegation of power." The author emphasizes institutional arrangements for community participation as a continuing process. This paper raises a fundamental issue: community control against professional control in education focusing attention toward redistribution of power.

Gittell, M. Critique of the citizen participation movement in education. Journal of Education, Fall 1977, 159, 7-22.

Gittell, M. Participants and participation: A study of school policy in New York City. New York: Center for Urban Education, 1967.

This in-depth study of the New York City school system describes in detail who participates in school policymaking. Areas of potential and real conflict are pointed out. Proposals are offered to make the school system more open to participation as an effort to minimize conflict.

- Goddu, R. An introductory handbook for developing community and school partnership. Durham, New Hampshire: New England Program in Teacher Education, July 1975. (ED 111781)
- Goldhammer, K. Factors related to citizen, administrator and teacher participation in educational decision-making. Symposium of the American Educational Research Association, Chicago, February 1965.
- Gross, N. N. Participation of the poor in educational decision making: A comparative case study. Ann Arbor, Michigan: Xerox University Microfilms. (ED 124640)
- Guthrie, J. B., & Skene, P. H. Local control gives way. Compact, March/April 1974, 8(2), 17-21.
- Hanson, M. Beyond bureaucratic model--study of power and autonomy in educational decision-making. Interchange, 1977, 7(2), 27-38.
- Harris, J. A. Community participation in education. Paper presented at Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin, Madison, December 10, 1974.
- Based on the belief that community participation is as desirable as it is mandatory, this paper discusses three primary areas of community participation: school budget development; personnel selection, employment, and evaluation; and determination of curriculum. In particular, it draws attention toward the problem on issues of PPBS, professional governance of school personnel, and the teacher's role to assist students in planning a "personal curriculum continuum of their own."

Hatton, B. R. Community control in retrospect: A review of strategies for community participation in education. Paper presented at the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin, Madison, December, 1974.

This paper reveals the past strategies for school community relationships to look for certain characteristics of the past which may help to formulate perspectives for future action in urban educational policymaking. The author emphasizes that schools be restructured to accomplish consequential changes in the power structure within which educational decisions are made, to require the joint participation of school and community at every level in the power structure, and to focus on the urban educational system of the enhancement of educational opportunity.

Havighurst, R. J. Local community participation in educational policymaking and school administration. Paper presented at the Teacher Corps Associates Conference on Community Participation in Education, University of Wisconsin, Madison, December 1974.

This paper is concerned with three questions: (1) How is the policy of local community participation in education affairs working? (2) What are its weaknesses and what are its strengths? and (3) How can it be made to work better?

Hiemstra, R. The educative community linking the community, school and family. Professional Educators Publications, Inc., 1972.

The first chapter suggests that a modern theory for studying and understanding the community is needed. The following chapters

help to build some basic foundations for that theory. It is suggested further that universities should take the lead in developing a theory and corresponding knowledge base that can be used to help communities solve their many problems. Leadership at the community level will be enhanced by leadership at the university level. Education can be used to solve community and societal problems, but it must be as a process that shows people how to help themselves.

Huston, R. The relationship of family characteristics, employment of family members, housing, community involvement, and participation in educational activities. Ann Arbor, Michigan: University of Michigan, 1970.

Institute for Responsive Education. A program to study and assist the process of citizen participation in educational decision making. Brochure. New Haven, Connecticut: I.R.E. Clearinghouse.

Institute for Responsive Education. Sharing the power? Prepared with the support of the Charles S. Mott Foundation. Boston, Massachusetts: I.R.E. Clearinghouse.

Iones, R. S. Changing students attitudes: The impact of community participation. Social Science Quarterly, September 1974, 55. 439-450.

I.R.E. Clearinghouse. Information packets on school community councils. Boston, Massachusetts: Institute for Responsive Education.

A Clearinghouse of information on Citizen Participation has

been established at I.R.E. offices in Boston. This clearinghouse contains information about organizations and publications of interest to citizen groups and parents working for a larger role in school decision-making. Many of the materials are unpublished and are not available through other sources. The four packets on School Community Councils available are: (1) Legislation, Regulation, and Reports, (2) Rationale and Methods, (3) Council Guidelines, (4) Local, State, National Resource Directory. The Clearinghouse and these packets are excellent sources for the educator!

Jackson, B. An informed public: Its rights to information and its claim for involvement in influencing management decision making in collective bargaining. Washington, D.C.: Association of Educational Negotiations, 1976. (ED 125061)

Jenkins, K. D. Community participation and the principal. National Association of Secondary School Principals Bulletin, November 1976, 60, 70-72.

Kafoglis, M. Equality of opportunity in decision making: Its scope in economic, social and political processes. American Journal of Economics, January 1970, 29, 1-16.

King, M. S. Community participation in education. Urban Review, January 1972, 5, 2+.

Kirst, M. W. Returning local initiative to school policymaking. The Generator, Summer 1977, 7(3).

Klein, P. S. R. Needed--Educational philosophy as a guide for decision making in public schools. Education, 1977, 97(3), 290-293.

Koler, M. C. Citizen concern: Key to youth participation. Citizen Action in Education, May 1976, 3(4).

Lapote. Some effects of parent and community participation on public education. New York: Columbia University, February 1969.

Lawson, C. B. A study to measure the level of community participation in the school system of Paterson, New Jersey. Unpublished doctoral dissertation, University of Massachusetts, 1976.

The purpose of this dissertation was to provide a summary analysis of the attitudes parents and teachers hold toward one another as they relate to school community relations and parent participation. Two major hypotheses were presented in this study. The first hypothesis questions whether teachers perceive parental involvement as a threat in schools where no parent-teacher organizations exist. The second hypothesis predicts that the less teachers come into contact with parents the more negative their attitudes toward them.

Leary, W. J. Boston's ombudsman: Advocate for the overlooked. Phi Delta Kappan, March 1974, 55, 468-469.

Leddy, J. H. Public participation in negotiations. National Association of Secondary School Principals Bulletin, September 1975, 59, 3-7.

Liechty, T. A. Citizen participation in education systems. Unpublished doctoral dissertation, University of Wisconsin, 1977.

Litwak, E., Shiroti, E., Zimmerman, L., & Bernstein, J. Community participation in bureaucratic organizations: Principles and strategies. Interchange, 1970, 1, 44-60.

- London, J. The influence of social class behavior upon adult education participation. Adult Education Journal, 1970, 20, 140-153.
- Loose, C. A. Decision-making roles and patterns of the Instructional Improvement Committee (IIC) in selected Eastern Wisconsin multi-unit elementary schools organized since 1967. Unpublished doctoral dissertation, University of Wisconsin-Milwaukee, 1973.
- Lopate, C. et al. Decentralization and community participation in public education. Review of Educational Research, February 1970, 40(1).
- Investigations of the effects of participatory decision-making in creating positive changes in the affective and instrumental behavior of the participants demonstrate the importance of active involvement. This article looks at centralization and participation in urban school systems and the decision-making process.
- Lucco, R. J., & Mosher, E. K. Decentralization consensus or confusion: Defining citizen participation in school policy formation. Paper read at the American Education Research Association Conference, Chicago, Illinois, April 15-19, 1974.
- Mann, D. Public understanding and education decision-making. Educational Administration Quarterly, Spring 1974, 10(2), 1-18.
(EJ 100933)
- Mansbridge, J. J. Time, emotion, and inequality: Three problems of participatory groups. Journal of Applied Behavioral Science, March 1973, 9, 351-368.
- Marburger, C. NCCE advocates active citizen participation. Wisconsin School News, March 1977.

Maximum feasible manipulation. Public Administration Review,
September 1972, 32, 377-390. (Special issue)

Meranto, P. Emerging participation patterns in school politics.

Paper presented to Seminar on Urban School Systems, University
of Wisconsin, Madison, October 18, 1968.

Minar, D. W. Educational decision making in suburban communities.

U.S. Department of Health, Education, and Welfare, U.S. Office
of Education, Cooperative Research Project No. 2440, Evanston,
Illinois: Northwestern University, 1966.

This study examines school districts as political systems. The
particular focus is on the decision-making processes--the demands
which lead to decisions and the procedures, atmosphere, and authority
of the decision making process. The style of decision making and
division of labor are contrasted between "high conflict, low status"
and "low conflict, high status" districts. Interview forms and
sample questionnaires are in the appendix. Research was conducted
in a suburban area of Cook County, Illinois.

Mitchell, J. B., & Lafontaine, E. Small community influentials and
their participation in selected organizations. Adult Leader-
ship, February 1971, 19, 236-238.

Mogulof, M. B. Citizen participation: The local perspective.

Washington, D.C.: The Urban Institute, 1970.

Murray, A. Parent power in the schools. Chelmsford, Massachusetts:
The Merrimack Education Center, 1974.

- Muskie, E. S. Open the door to participation. Current Issues in Higher Education, 1969, 24, 245-250.
- National Education Association. Parents and teachers together (for the benefit of children). Washington, D.C.: N.E.A. Publications, 1973.
- National School Public Relations Association. Citizen participation: Aides, volunteers, advisors. Arlington, Virginia: National School Public Relations Association.
- Nerlinger, C. M. Participative decision making in IGE-MUS-E schools. (Technical Report # 356) University of Wisconsin, CCL Documents.
- New Jersey State Department of Education. Planning parent-implemented programs. Trenton, New Jersey: Author, n.d.
- Nie, N. H. Citizen participators: A study of the dimensions of popular participation in American society. Unpublished doctoral dissertation, Stanford University, 1971.
- Partington, G. Community school and curriculum. Forum, Summer 1976, 18, 94-97.
- Pellegrino, J. Parent participation. Education Canada, 1973, 13, 5-9.
- Pharis, W., Robison, L. E., & Walden, J. C. Decision making and schools for the 70's. Washington, D.C.: National Education Association, 1970.
- Piele, P., & Wright, D. Community participation in planning. Educational Facilities Digest, July 1976, 7. (ED 123698)
- Porter, D. O., & Porter, T. W. Searching for models of community influence in schools: A theoretical model and a study for independent schools.

- Raskas, H. I. Alternative models for citizen involvement in educational decision making. Unpublished manuscript, University of Wisconsin, Department of Educational Administration, 1978.
- Remy, R. C. Making, judging and influencing political decisions--
Focus for citizen education. Social Education, 1976, 40(6), 360-365.
- Report of the commission on decentralization and community participation. Submitted to the Philadelphia Board of Education, July 27, 1970.
- Rosenthal, E. Community leadership and public school policies: Two case studies. Unpublished doctoral dissertation, Princeton University, Princeton, New Jersey, 1961.
- Rosenthal did a case study of two communities in New Jersey, one a suburb, another a city. His purpose was to determine educational decisions and communities' decisions themselves. Rosenthal found in his two cases that the superintendent made virtually all decisions on curriculum. On decisions to go to the public, he marshalled support through political means.
- Rossetti, A. An analysis and comparison of decision making at the community level in a school district. Unpublished doctoral dissertation, Syracuse University, Syracuse, New York, 1972.
- Saxe, R. W. School-community interaction. Berkeley, California: McCutchan Publishing Co., 1975.
- Searching for a third force: Can we put the public back into public education? Citizen Action in Education, Winter 1974, 1(1), 1.

Selden, D. The future of community participation in educational policy making. Paper presented at the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin, Madison, December 10, 1974.

This paper begins to discuss the middleclass involvement in local control and the rise of professional bureaucracy against taxpayers. Taking into account the use of teacher power and change in the social composition of the populations of urban cities, the paper argues for a new coalition based on mutual respect between the teachers and the leaders of the new urban power structures.

Shute, J. C. M. Community based educational objectives. Education Canada, Summer 1976, 16, 24-27.

Smith, D. H., & Reddy, R. D. Improving participation in voluntary action. Adult Leadership, January 1972, 20, 259-265.

Snyder, M. L. Community involvement in participatory decision making.

Paper presented at Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin, Madison, December 1974.

Stanwick, M. E. Patterns of participation. Boston, Massachusetts: Institute for Responsive Education, April 1975.

This report was organized to serve two functions. First, there is a descriptive account of the conduct of the survey and summarized findings for those who want to know in general terms about the current status of citizen participation in educational decision-making. There is also a section containing the results of an

opinion portion of the survey. Second, for those who want to know where citizen participation mechanisms exist, two directory sections which list groups of school districts reporting some activity and of citizen organization are included.

Steinberg, L. S. Social science theory and research on participation and voluntary associations: A bibliographic essay. Boston, Massachusetts: Institute for Responsive Education, July 1977.

The purpose of this study is to increase understanding of: (1) ways in which organizations have impact on local decision making, (2) ways in which they work to increase the responsiveness of public institutions, (3) ways in which they enhance the power of minorities and of low-income residents.

Steinberg, L. S. Some structural determinants of citizen participation in educational policy making in suburbia: A case study. Paper presented at the AERA Convention, February 1971.

Political sociologists have recognized educational decision-making as a strategic research site for the investigation of political participation and community power. Research on urban school systems has focussed on failure of urban systems to meet educational needs of minority youth as a consequence of insulation and bureaucratization. The findings of this research support the assumption that decentralization, through increased public participation, will achieve "quality education" for minority children.

Stenberg, C. W. Citizen and the administrative state: From participation to power. Public Administration Review, May/June 1972, No. 3.

In light of the presence of many myths and realities, it is appropriate to examine the emergence and development of the concept of citizen participation and to analyze some of the answers that the literature of public administration and political science gives to such questions as: (1) who are the citizens? (2) How do they get to participate? (3) What forms does this involvement take? (4) What is the purpose of citizen participation? and (5) What has been its impact?

Swanson, B. E. Decision making in the school desegregation-decentralization controversies. Final report. Bronxville, New York: Center for Continuing Education and Community Studies, 1969. (ED 032378)

This study concentrates on the significant changes in policies and decisions as the New York City school system shifted from its previous efforts to desegregate the schools to the current attempts at decentralization. The major controversy in the city is now focused on who shall govern the schools.

Takei, Y., & Kleiman, M. Participation and feelings of political efficacy: An examination of the transference model. Comparative Education Review, October 1976, 20, 381-399.

Talmage, H., & Ornstein, A. C. School superintendents' attitudes toward community participation. Education Research Quarterly, Summer 1976, 1, 37-45.

- Usdan, M. D. Citizen participation: Learning from New York city's mistakes. Urban Review, September 1969, 4, 9-12.
- Van Til, J., & Van Til, S. Citizen participation in social policy: The end of the cycle? Social Problems, Winter 1970, 17, 313-323.
- Vairo, P. D. School autonomy and participation for the urban poor. Negro Education Review, April 1971, 22, 123-125.
- Verba, S., Nie, N. H., & Kim, J. Modes of democratic participation: A cross-national comparison. Beverly Hills, California: Sage, 1971.
- Verba, S., & Nie, N. H. Participation in America: Political democracy and social equality. New York: Harper & Row, 1972.
- Wenk, E. A. Schools and community--model for participatory problem-solving. Criminal Justice Bulletin, 1975, 2(4), 303-314.
- Wiles, D. K. Community participation demands and local school response in the urban environment. Education and Urban Society, August 1974, 6, 451-468.
- Willigen, J. Van et al. Parents and schools: Participation. School and Community, November 1972, 59, 21+.
- Wirt, F. M., & Mann, D. Policy decision-making in education: Introduction to calculation and control. Policy Study Journal, 1975, 4(2), 202-203.
- Zelman, S. An evaluation of citizen participation in an urban school. Paper presented at the American Educational Research Association, Chicago, Illinois, April 18, 1974.

Parents, educational administrators and politicians are all interested in whether or not the citizen participation policy has proven effective. This paper develops a conceptual framework for discussing the effectiveness of the citizen participation policy and then tests empirically the conceptual framework on a neighborhood school level.

Zimmerman, H. M. The community and the schools: Who are the decision makers? National Association of Secondary School Principals Bulletin, May 1969, 53, 169-175.

The meanings of 'community,' 'decision' or 'decision-maker,' 'control,' 'involvement,' and 'anticipation' are clarified. Attention is given to specify the "community decision-makers" debate in terms of such fashionable new words--decentralization, control, involvement, participation. After discussing the questions concerned with the accountability of public education to the public and the consequences of new sets of intergroup relations, it emphasizes that "A large-scale effort must be made to bring to parents and citizens in general the understanding necessary to fulfill their roles so they may be partners in the task of decision-making."

Conflict Resolution

Auerbach, A. Confrontation and administrative response. Public Administration Review, November 1969, 29, 639-646.

Azzarelli, J. J. et al. (Eds.). Struggle for power in education.

New York: Center for Applied Research in Education, 1966.

This book reviews the full range of teacher-school board relationships beginning with the historical and sociological background. The future is examined in the context of State politics and the resolution of teacher-board conflict through bargaining and a total examination of the negotiation process. An analysis of the power structure in the teacher groups and school board relationship is provided. The material covers affiliates of both the NEA and AFT.

Beck, E. M., & Betz, M. Comparative analysis of organizational conflict in schools. Sociology of Education, Winter 1975, 48, 59-74. (Bibliography)

Beck, E. M. Conflict change and stability: A reciprocal interaction in schools. Social Forces, June 1974, 52, 517-531. (Bibliography)

Bennis, W. Changing organizations. New York: McGraw-Hill, Inc., 1966.

This book emphasizes the structure of an institution which will be most able to manage external change and conflict. Although approached from the business management point of view, strategies are applicable to schools. In addition, behavioral science analysis is applied to the strategies, methods, and issues of planning and controlling change.

Bernstein, A. A. The education of urban populations. New York:

Random House, 1967. (Bibliography)

This publication provides background reading to broaden understanding of current urban problems which result in conflict with the school.

Bourgeois, A. D. Community control and urban conflict. Theory into Practice, October 1969, 8, 243-246.

Boyd, W. L. Community status and conflict in suburban school politics.

A paper presented at the annual meeting of the American Education Research Association, Chicago, Illinois, April 1972.

Carter, B. Pickets, parents, and power. New York: Citation Press, 1971.

Chester, M. A. School crisis and change. In R. L. Hart & J. C.

Saylor (Eds.), Student unrest: Threat or promise? Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1970, pp. 100-121.

In this two-part paper, the author consistently argues for the utilization of school crises as opportunities for the improvement of education, and presents short-term and long-range approaches to responding creatively to crises. As an educational consultant, he analyses the reasons for crises in schools and criticized dysfunctional responses of school administrators who have been at least partially responsible for many of the crises. Positive responses in the midst of crisis are suggested for school administrators to understand "what is going on," to avoid responding merely to rhetoric with rhetoric,

to implement quickly some kinds of cross-status problem solving activities, and to institute a variety of grievance handling systems, and various forms of negotiations. In addition, with long-range perspectives, the political and instructional structure changes are emphasized in the school.

In a word, school crisis is viewed as the need and potentiality for educational change. This positive view of the school situation would help school administrators shape the new developments into meaningful problems and experiences for the youth in the schools.

Coleman, J. S. Community conflict. Glencoe, Illinois: The Free Press, 1957.

Although the focus is on community conflict in general, the application to school situations is obvious. The checklists of events and incidents which lead to dispute are of value. The overview of factors affecting the course of a controversy can be of help to the school administrator both as a means of preventing conflict and of predicting the course of conflict if it should occur.

Colosi, T. R. Examination into the use of games in problem resolution training. A paper delivered to the International Conference on Trends in Industrial and Labor Relations, Tel Aviv, Israel, January 1972.

The community at the bargaining table. A report on the community's role in collective bargaining in the schools. Boston, Massachusetts: Institute for Responsive Education, January 1975.

ED 101 453.

Constance, C. L. Faculty bargaining. College and University, 1976, 51(2), 272-274.

Dahl, R. A. Pluralist democracy in the United States: Conflict and consensus. Chicago, Illinois: Rand McNally and Company, 1967.

Dahl explores the problem of power, conflict and consensus in the American system of government. He gives an historical analysis of how and why a pluralist form of democracy was created and how American political institutions evolved and contributed to a pluralist democracy and how they facilitate minimization of conflict and maximization of consensus. Finally he analyzes how a pluralist democracy reacts to change and conflict and discusses various strategies by which political activists might gain and exercise influence within a pluralist democracy.

Davies, D. The people want a seat at the bargaining table. Compact, February 1975, 9(1), 5-6. EJ 11246.

DeCecco, J. P., & Richards, A. K. Growing pains: Uses of school conflict. New York: Aberdeen Press, 1974.

This is a "how-to" book about conflict. It tells you how to use conflict, not how to avoid or suppress it. It shows you how to help students and school adults resolve their clashes--and how to create better schools and ultimately a more democratic society.

Deutsch, M. The resolution of conflict. New Haven, Connecticut: Yale University Press, 1973.

Deutsch, M. Conflicts: Productive and destructive. Journal of Social Issues, January 1969, 25, 7-41.

- Edelman, M. Escalation and utilization of political conflict.
American Behavioral Scientist, November 1969, 13, 231-246.
- Eggleston, J. Decision making on the school curriculum: A conflict model. Working Group 9, World Congress of Sociology, Bulgaria, 1970.
- Filley, A. C. Interpersonal conflict resolution. Glenview, Illinois: Scott, Foresman and Company, 1975.
- Firester, L., & Firester, J. Wanted: Rx for the equitable management of parent-school conflict. Elementary School Journal, February 1970, 70, 239-243; Same, cond. Educational Digest, April 1970, 35, 5-7.
- Firestone, W. A. Ideology and conflict in parent-run free schools. Sociology of Education, April 1976, 49, 169-175.
- Fisher, W. Conflict, permanency, change and education. Journal of Thought, 1977, 12(2), 161-162.
- Franklin, D., & Ward, M. H. Constructive protest. Elementary School Guidance and Counseling, May 1971, 5, 313-315.
- Goldwor, D., & Johnston, J. A. 6 Questions--Controversy and conflict in education. Australian Journal of Education, 1976, 20(3), 336-337.
- Gorton, R. A. Conflict, controversy, and crisis in school administration and supervision: Issues, cases, and concepts for the 70's. Dubuque, Iowa: William C. Brown, 1972.
- Greiner, J. C. Cooperation--or--conflict. Community Education Journal, September-October 1974, 4(5), 14-16, 62. EJ 102612.

Grove, D. J. et al. Political socialization and political ideology as sources of educational discontent. Social Science Quarterly, September 1974, 55, 411-424.

Guskin, J. T. Making conflict collaborative. A paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1974.

It is time to re-evaluate the myths of the nineteenth century and the structures they created. Guskin feels that we need to utilize new power relationships to creatively build a pluralistic system. We need to recognize that conflict can lead to collaboration if respect is present and that collaboration which ignores conflict will not, in the long run, be productive.

Handling complaints from citizens. The Municipality, May 1975.

Harris, J. E. An investigation of teachers' perceptions of the principal's leadership role and parental attitudes in respect to school-community conflict. Unpublished doctoral dissertation, George Washington University, Washington, D.C., 1973.

Harris, K. W. School critics? Be thankful. Clearing House, October 1975, 49(2), 83. EJ 130484.

Hazlett, J. S. NEA and NCA involvement in a school controversy. Chicago School Review, February 1970, 78, 201-227. (Bibliography)

Hazlett, J. S. Some thoughts on educational conflict. Administrators Notebook, 1968. (University of Chicago)

High school student unrest. How to anticipate protest, channel activism, and protest student rights (Education USA Special Report). Washington, D.C.: National School Public Relations

Association, 1969.

This is an overview of current issues being raised by students. Included are some districts' plans for dealing with specific problems and some sample district policies for dealing with student-caused confrontations.

Horowitz, I. L. Consensus, conflict and cooperation: A sociological inventory. Social Forces, 1962, 41, 177-188.
How to choose between strategies of conflict and collaboration. (From N. T. L. Training Manual). National Training Laboratory, Bethel, Maine.

This article examines the factors that should influence choice between strategies of conflict and collaboration, or competition and cooperation in various social situations. Social situations are distinguished by two types--distributive and integrative. Also, two alternate modes of behavior as associated with two different social situations are identified.

Jones, P. G. Should the public join you and your teachers at the bargaining table? American School Board Journal, September 1975, 162, 27-31.

Kepner, C. H., & Tregoe, B. B. The rational manager. New York: McGraw-Hill, 1965.

A highly readable book that highlights the need to understand problems and their causes. While written for the business world, the approaches and techniques for problem specifications, decision-

making, and problem avoidance are highly relevant for school related problems. There are many "tips" and "forms" provided for each of the main processes.

Kimbrough, R. B., & Nunnery, M. Y. The political system and negotiations in public education. Planning and Changing, October, 1970, 1.

Konrad, A. B. Social status and conflict management in local school districts. Unpublished doctoral dissertation, Stanford University, Stanford, California, 1966.

Leddy, J. H. Public participation in negotiations. National Association of Secondary School Principals Bulletin, September 1975, 59(392), 3-7.

Lipham, J. M., Greg, R. T., & Rossmiller, R. A. The school board as an agency for resolving conflict. Madison, Wisconsin: University of Wisconsin, 1967. LCC# LB2831 L5.

Mayer, M. The teachers strike: New York 1968. New York: Harper & Row, 1968.

This is a very analytic description of the forces and underlying causes of the New York City teachers strike of 1968, and a very astute assessment of the individuals and groups who influenced the strike and its eventual settlement.

Mazareas, P. Community control and collective bargaining: A third force emerges. Administrator's Notebook. (University of Chicago)

As the scope of collective bargaining is expanding, it is increasingly becoming a complex problem for school administrators.

The author reviews the impact of collective bargaining on school policy and identifies the appearance of multilateral bargaining as a function of the decentralization movement, and parent group demands for participation in collective negotiations.

Minar, D. W. The community basis of conflict in school system politics.

American Sociological Review, 1966, 31(6), 825-835.

Analysis of voting data based on referenda and elections in suburban school districts reveals substantial relationship among participation, tendency toward negative voting, and certain social characteristics. Further data suggest that districts in which electoral conflict is low are also districts in which the superintendent has a greater decisional latitude. Thus, the key factor in the shaping of a community political system is the availability of resources of conflict-management skills. This study examines some of these factors and their implications.

Nussel, E. Conflict in school community relations. Paper presented at the annual meeting of the American Research Association, Los Angeles, California, February 1966. ED 027 621.

Nussel, E. J. A functional analysis of school-community conflict.

Unpublished doctoral dissertation, Wayne State University, 1964.

Patcher, M. Models of cooperation and conflict: A critical review.

Journal of Conflict Resolution, Spring 1970, 14, 389-407.

Piele, P. K. Conflict management in education. (ERIC/CEM Research Review, R & D Perspectives) Center for Advanced Study of Educational Administration, Oregon University, Eugene, Oregon, Fall 1971. ED 58650.

Conflict has become a pervasive element within the school environment, as well as in the larger community. This review focuses on conflict management--ways to understand and deal with the differing opinions, needs, and ideas that are part of the present-day school. The documents reviewed discuss such issues as the conflicting perceptions of administrators and teachers, school boards and their operational procedures in relation to community resources, and interracial conflict in inner-city schools.

Poe, W. E. A veteran boardman's advice: How to deal with controversy in your district. American School Board Journal, August 1972, 160(2), 30-32. EJ 62774.

Program plan--School capacity for problem solving. Washington, D.C.: National Institute of Education, Department of Health, Education, and Welfare, 1975.

In the past, the federal government has spent over a billion dollars on research and development on the country's pressing educational problems, and billions more on categorical aid to schools and districts. Yet, the problems remain, and the repeated research funding that innovations produce "no significant differences" has caused such frustration that some have begun to despair of the schools' potential for improvement. This paper takes other ways of looking at the problems and gives three approaches to improve problem-solving in schools.

Rankin, W. A rebel with a cause. Chicago Principals Reporter, Winter 1972, 62(1), 20-22.

Ravitch, D. The great school wars. New York: Basic Books, 1974.

Rentsch, G. J. Community meetings and conflict management. Integrated Education, July 1973, 11, 48-52.

Schofield, D. Conflict management: What principals should know about it. National Association of Secondary School Principals Bulletin, May 1977, 61, 8-15.

Sebring, R. H. Alleviating conflict in teacher-administrator inter-group relations. Administrators Notebook, 1976-1977, 25(5).

Role conflict is not new to organizational life. However, Robert Sebring fears that current approaches to conflict resolution in educational organizations may cause all issues to be dumped into formal collective bargaining to the exclusion of other mediums. He describes a workshop format for conflict resolution at the building level.

Shaheen, T. Rejoice in conflict. School Board Policies. November 1971.

Confrontation in schools is nothing new. Pressure groups, especially white affluent ones, have long been active in the schools. The emergence of minority groups, of students, of teachers has unleashed a series of new pressure groups which threaten the affluent ones, the authoritarian administrator, the socially-elite, the economically-advantaged. Dr. Shaheen looks at some real incidents of confrontation and conflict which have made schools and communities better.

Shields, J. J., Jr. The crises in education is outside the classroom.

Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

Stelzer, L. Institutionalizing conflict response: The case of schoolboards. Social Science Quarterly, September 1974, 55, 380-393.

St. John, W. D. Dealing with angry adults. Today's Education, November 1975, 64, 82.

Teacher militancy and organizational conflict. Gainesville, Florida: University of Florida, March 1971. (U.S. Office of Education, No. 8-0254)

Thomas, D. Needed confrontation in the school community. Theory into Practice, February 1972, 11, 50-56.

Underwood, K. Underwood stresses preventive measures. Wisconsin School News. November 1975.

Underwood believes that no district is immune from educational problems. During a crises situation, rational discussions, comprehensive media coverage and open meetings where all sides can vent their feelings do not serve to reduce tensions immediately. That is why Underwood stresses four important preventative measures.

Unruh, A. Learning the art of confrontation. Peabody Journal of Education, January 1969, 46, 235-237.

Walker, H. M. The superintendent's use of cooption in handling internal interest and pressure groups: Its effects and consequences. Educational Administration Quarterly, Winter 1968, 4(1).

This paper illustrates how the school superintendent may use cooption to cope with the pressures upon the school system, sometimes as a final resort after trying the usual methods of arbitration, negotiation, and compromise. Cooption is examined as a means whereby the organization can adapt to its environment, often defensively.

Weeres, J. B. School-community conflict in a large urban school system. Administrator's Notebook, May 1971, 19(9).

Wenger, R. J. A study of the relationship between institutional conflict and a working consensus of values. Unpublished doctoral dissertation, University of California-Los Angeles, 1972.

When school and community clash: New York City's Corlears Book section. American Education, August 1972, 8, back cover.

(Illustration)

Whipp, L. T. Conflicting claims: Parental expectations and professional expertise. Elementary English, February 1972, 49, 171-178.

Williams, R. The reduction of intergroup tensions. New York: The Social Science Research Council, 1947.

This book defines intergroup tensions and the context in which they occur. A listing of actions is given as well as a summary of research evaluating the outcome of various strategies to reduce intergroup tensions. Chapter III presents a comprehensive review of propositions classified by origins and prevalence of hostility, types of hostility and conflict, factors in the incidence of hostility and conflict, reactions of minority groups, and approaches for the

reduction or control of hostility or conflict. A chapter is also included on research techniques for assessing intergroup tensions.

Winecroff, L., & Powell, C. Focus: Seven steps to community involvement in educational problem solving. Midland, Michigan: Pendell Publishing Co., 1975. ED 104022.

SPECIFIC PUBLICS

School Boards

Bacon, A. W. School boards and community politics. Local Government Studies-New Series, 1977, 3(1), 2-16.

Bagin, D. PR for school board members. A guide for members of boards of education and school administrators to improve and strengthen school information programs. AASA Executive Handbook Series, 1976, 8. (ERIC/CEM State-of-the Knowledge Series, No. 33, ED 127656)

Bartels, R. L. A handbook of model school board policies for effective community education programs. Council Bluffs, Iowa: Halverson Center for Education, September 1973.

To date, the bulk of research on school board policy development has concentrated on answering questions such as: Why is there a need for written school board policy? How should the school board be developed? What should be the content of the policy statement? Many studies have dealt with these topics, but none of them have centered on the idea of developing school board policies to support or encourage the implementation of effective community education programs. The set of model school board policies presented in this publication should be of value to those districts desiring to update, revise, or develop their school board policies.

Bridges, M., & Hallinan, M. Elected versus appointed boards: Arguments and evidence. Educational Administration Quarterly, Autumn 1972, 8, 5-17. (Bibliography)

Cistone, P. J. (Ed.) The school boards and the political fact.

Toronto, Canada: Ontario for Studies in Education, 1972.

This is an 88 page monograph which came out of a symposium on a conference on the Politics of Education, which was held in Toronto, May 28-30, 1972. Chapter authors and their titles:

- Chapter I - The Politics of Education: Some Main Themes and Issues
P. J. Cistone
- Chapter II - Some Political Dimensions of Educational Governance
Walter Pitman
- Chapter III - Puralist Politics and Educational Decision Making
Ian Housego
- Chapter IV - Local - Provincial Relations of Education
Harry K. Fisher
- Chapter V - Political Realities of Trustee Effectiveness
David K. Wiles, Thomas R. Williams
- Chapter VI - The Roots of Teacher Militancy
Alfonsa DeSalinger, Keith Goldhammer
- Chapter VII - Teacher Organizations and Teacher Power
Fran Lutz
- Chapter VIII - Community Schools
Ernest Hodgson
- Chapter IX - Challenges to Educational Policy Maker in the Decade Ahead
Peter F. Bargan
- Chapter X - Conference Summation and Synthesis
Laurence Iannaccone

Cistone, P. J. Understanding school boards: Problems and perspectives. Lexington, Massachusetts: Lexington Books, 1975.

Cistone, P. J. The socialization of school board members. Educational Administration Quarterly, Spring 1977, 13(2), 19-33.

For more than a decade, scholars and practitioners have tended to uncritically accept certain ideas about the structure and process of school board member socialization. The findings of this research study call into question these ideas.

Cronin, J. One school board's response to community demands. Theory into Practice, October 1969, 8, 263-265.

Eye, G. G. We, the people: Local board of education. Journal of Educational Research, May 1975, 68, 241-246.

Goldhammer, K. Community power structure in school board membership. American School Board Journal, March 1955, pp. 23-25.

Goldhammer, K. The school board. New York: The Center for Applied Research in Education, Inc., 1964.

Goldhammer's book is a useful introduction to the phenomena of school boards. His chapter titles are as follows:

- Chapter I - The Historical and Legal Foundations of the American School Board
- Chapter II - The School Board and Community Relations
- Chapter III - School Board and Superintendent Relations
- Chapter IV - School Board and the Social Structure of Schools
- Chapter V - How School Boards Conduct Their Business: The Decision-Making Process

Chapter VI - The School Board Member

Chapter VII - The Future of the American School Board

Goldhammer reviews empirical research which had been done prior to the publishing date regarding the constructs which have just been described. In particular he cites much of the research which he had done for his dissertation, and others done particularly at Oregon, Stanford, and Chicago. The important part of his book are the role studies done after Gross' publication in 1955 on school board and superintendent relations. Goldhammer's book is useful as a beginning point and cites some of the interesting historical research.

Gross, N. Who runs our schools? New York: John Wiley & Sons, Inc., 1958.

Gross' very famous book came out of the "School Executive Studies" at Harvard which began in 1952. He did role studies of superintendents and boards of education in Massachusetts and interviewed 50% of all superintendents and board members in Massachusetts during the time period of 1952 to 1955. Gross attempted to analyze perceptions, feelings, and opinions and particularly the divergence between the two--between school board members and superintendents. Gross' book is an interesting piece of research today in that after this research a great number of dissertations will attempt to do essentially the same thing and validate his findings in the differences in opinion in administration between superintendents and school board members.

Harris, A. E. School board expectations for the superintendent's role in decision making (Unpublished Ed.D. dissertation, University of Northern Colorado, 1970). Dissertation Abstracts International, 1970, 31(5), 2044A.

Harris mailed his questionnaire to K-12 or 1-12 districts in Colorado to superintendent and board members. The questionnaire had 54 tasks with the answer column split from a superintendent.... to board members. He found, regarding board superintendent expectations: 1) boards expect superintendents to lead an instant instructional program, staff relations, finance and budgeting while the board will lead in public relations and school plan. He found that older and more experienced board members will expect superintendent dominance while younger and newer board members will not want board dominance.

Hurwitz, M. W. What works best: An elected or an appointed school board? American School Board Journal, July 1972, 159(13), 21-23. (EJ 059734)

Jennings, M. K., & Zeigler, H. Response styles and politics: The case of school boards. Paper prepared for the AERA Annual Meeting, Minneapolis, March 1970.

This paper treats one aspect of the school system governance with concentration on the representative function of school boards. All board members were interviewed in 52 boards through the county. The 550 board members interviewed come from a potential total of 602, for a 91% response rate. Responsiveness is meant by "acting

on the basis of expressed preferences by constituents," and it is divided into two dimensions: group responsiveness and individualized responsiveness. This responsiveness is analyzed in relation to sociopolitical complexity, district harmony, and the electoral process (appointed or elected boards).

Against the assumption that groups perform the function of mediating between the individual and his government and that response by elected officials will be to the demands of organized public, the research indicates that whether one mode is more desirable than another in a representational sense would be determined by the criteria for desirability and the territorial scope of school districts.

Johnson, R. H., Jr. & Hartman, W. The school board and public relations. New York: Exposition Press, 1964.

Kelly, S. P. A continuing system for learning current public attitudes toward schools will help school boards in decision making and policy formulation. American School Board Journal, May 1968, 155, 14-15.

Under the main topic of "Know Your Community," the writer emphasizes a counterflow of information and data from the community to the school board in addition to one-way communication program, so that the school board may make decisions and to formulate policy in accord with community expectations and needs. The educationally relevant community data should be accumulated on a

continuing and systematic basis through a "program of research-information collection."

Kerr, N. D. The school board as an agency of legitimation. The School in Society, New York: The Free Press, 1973.

Lahoda, G. Bringing the citizen's voice into board decisions. Education Canada, December 1971, 11(4), 69-77. (EJ 049797)

Leach, G. W., & Wood, V. S. Issues and implications for school board participation. Journal of Family Law, 1977, 15(2), 235-259.

Lipham, J. M., Gregg, R. T., & Rossmiller, R. A. The school board as an agency for resolving conflict (U.S.O.E. Contract OE 5-10-001). Madison, Wisconsin: University of Wisconsin.

The authors and their graduate students conducted a three-year study of school boards, board members, and decision patterns using interview schedules, participant observation techniques. The study includes "tangential studies" which has useful notes on Ph.D. dissertations done on school boards at the U.W. during this time period on school boards, values, attitudes, etc. The major conclusion was that school boards did not act as a means through which conflict was resolved. However, they studied only the formal board meetings, not the executive sessions or the informal contacts which might have been the arena for conflict resolution.

Lutz, F. W. Power structure and the school board decision-making process. Educational Theory, January 1965, 15, 19-25.

The author attempts to identify the behavioral patterns characteristic of successive stages in the process of a shift in relative power from traditional power differential between board and teachers, to the decline of power differential, leading to the eventual elimination of power differential. The book presents a thorough analysis of board and union/associations interface during each of these three stages.

Policies for coping with the critics. A school board policy development kit. Evanston, Illinois: National School Boards Association, December 1970. (ED 047364)

Poster, J. B. Community school board members as education advocates. Prepared for delivery at the 1977 Annual Meeting of the American Educational Research Association, New York, April 5-8, 1977.

P. R. primer for New Jersey school board members. Trenton, New Jersey: New Jersey School Boards Association, 1967.

Reed, R. J. Community school board (bibliography). School Review, May 1973, 81, 357-364.

The school board meeting (An Education U.S.A. Management and Policy Report Prepared for School Administrators and School Board Members). Washington, D.C.: National School Public Relations Association, 1970.

This report gives all the basic information you might need to know about school board meetings and their regulations. It

arose out of the present day requirements by those in positions of top responsibility to obtain accurate, succinct field action reports--information not easily obtainable.

Scribner, J. D. A functional systems framework for analyzing school board action. Educational Administration Quarterly, Autumn 1966, 2, 204-215, (published Columbus, Ohio UCEA).

Scribner applies the systems input/output analysis to school board meetings. It was from his Ph.D. dissertation at Stanford which ran for 125 pages. Scribner asks how school boards will translate the external demands into inputs and suggests the use of that methodology for future research.

Somwaru, J. P. School board consults its consumers. Education Canada, Summer 1971, 11, 20-25.

Sroufe, G. E. State school board members and educational policy. Administrator's Notebook (The University of Chicago), October 1970, 19(2).

Stelzer, L. School board receptivity: A representation study. Education and Urban Society, November 1972, 5(1), 69-90. (EJ 067488)

Taebel, D. A. Politics at school-board elections. Urban Education, 1977, 12(2), 153-166.

Wiles, D. K., & Conley, H. School boards: their policy-making relevance (bibliography). Teachers College Record, Fall 1974, 73, 309-318.

Witmer, D. C. An examination of council style and cultural congruence. Paper presented at AERA, New York, April 4-8, 1977.

This study investigated the hypothesis that the manner in which school boards make decisions is related to the nature of the community that the board is representing. Population diversity was the particular aspect of a community's nature that was selected to be investigated. The specific objective was to operationalize the relationship that exists between a school board's counciliar type and the population diversity of that school district's community.

Parents

Carberry, H. H. Parent-teacher conferences. Today's Education,
January 1975, 64, 67-69.

Carison, J., & Hillman, B. Facilitating parent-teacher conferences.
The School Counselor, March 1975, 22, 43-49.

Carison, J. & others. Parent consulting: Developing power bases
and helping people. Psychology in the Schools, July 1975,
12, 358-364.

Chilman, C. S. Parents as partners.

Chilman, C. S. Some angles on parent-teacher learning. Childhood
Education, December 1971, 119-125.

Assuming that effective communication is central to interpersonal learning, the author develops a cluster of the parent-teacher child triangles that has a shared core representing the interaction-center. The whole is enclosed in a circle representing the community, which so strongly affects the lives of children, parents and teachers and thereby their ability and freedom to communicate honestly with each other. Through the triangles, parents and teachers can learn a great deal from each other that will enhance their understanding of the children. But this learning is not easy, since there are blocks to communication including the intense feelings, ego involvements, deeply held attitudes and values, past histories, and current concerns that parents, teachers and children bring to the communication and behavior dramas. The recognition of these complex factors

would help parents, teachers and children to communicate more freely with each other, to talk with, listen to, and see each other as human beings, each of whom has something to teach and something to learn.

Coleman, J. S. Parents, teachers and children: Prospects for choice in American education. San Francisco: Institute for Contemporary Studies, 1977. LC 215 P35.

Conference time for teachers and parents. Arlington, Virginia:

National School Public Relations Association, 1970, 36. LCC# 411-13377.

How to help both new and experienced teachers avoid boobytraps that make conferences fail. Outlines positive steps to help them succeed. How to conduct an individual or a group conference; what parents want to know and how to tell them; basic rules for communicating successfully; how to handle difficult parents.

Doneth, J. R., & Kilchenstein, D. Parents and community leaders.

National Business Education Yearbook, November 1970, 11, 69-86.

Dreikurs, R., & Chernoff, M. Parents and teachers: Friends or enemies? Education, November 1970, 91, 147-154.

Fantini, M. D. What's best for the children: Resolving the power struggle between parents and teachers. New York: Anchor Press-Doubleday, 1974. LCC# LA210 F36.

Grissom C. E. Listening beyond words: Learning from parents in conferences. Childhood Education, December 1971, 48, 133-142.

Handbook for parents: Make the public schools work for you.

Milwaukee: Freedom Through Equality, Inc., 1972.

Haines, E. W. Partnership with parents: Kits to be used in the home. Instructor, April 1976, 85, 96-97.

Harrington, A. Parents and the school. Reading Teacher, May 1970, 23, 711-716+.

Johnson, M. Managing the parents: Excerpts from thirty years with an idea. Urban Review, Winter 1978, 8, 300-308.

Kircher, W. J. Parent looks at a school. National Elementary Principal, May 1971, 50, 34-39.

Lesley, P. The people factor. Illinois: Dow Jones-Irwin Publishers, 1974. HM263 L459.

Losen, S. Parent conferences in the schools: Procedures for developing effective partnership. Allyn & Bacon, Inc., 1978.

This guidebook outlines step-by-step procedures for establishing and maintaining good working relationships with parents--from the initial contact, through the evaluation and follow-up phases, to the decision-making and referral stage. Special sections on parent defensiveness and parent involvement in planning and placing "exceptional" students are included, plus chapters devoted to parents' rights under recent federal and state statutes, and alternative ways of avoiding adversary circumstances arising from difficult problem situations.

Lurie, E. How to change the schools: A parent's action handbook on how to fight the system. New York: Random House, 1970.

Maier, M. J., Karges, M. L., & Cooper, R. Simformation 6: Planning, conducting and evaluating parent-teacher conferences. CCL Documents. University of Wisconsin R&D Center, Madison, Wisconsin, January 1977.

Murray, A. Parent power in the schools. Chelmsford, Massachusetts: The Merrimack Education Center, 1974.

For a successful home-school program, the main consideration is given toward developing parent leadership and educating and communicating with parents. Parent leadership is assumed to be nurtured through a Parent Advisory Council (PAC). Part I specifically describes the Council's concepts, organization and activities in detail. For educating and communicating with parents Part II illustrates: (1) publishing newsletters; (2) publishing handbooks; (3) setting up an information center; (4) making a slide-tape; (5) running programs for parents; and (6) getting publicity in newspapers. The set-up, task and operation of the volunteer program in the schools are presented in Part III. Finally, Part IV describes some guidelines, projects and non-profit activities for fund-raising.

This manuscript provides useful information on the advisory functions, education and communication functions, and volunteer-coordination functions of a Parent Advisory Council for a practical purpose.

National School Public Relations Association. Working with parents: A guide for classroom teachers and other educators. Arlington, Virginia. LCC# LB2846 N35.

The teacher who accepts a responsibility for school public relations as part of his daily schedule finds his job greatly enriched. Education is a shared responsibility, shared among the school, the teachers, and the parents. Each has a right to participate. Working with people can be a gift, a knack, or an art to be learned. That's what this book is all about.

National Urban League. Parent power and public schools: A guide for parent advocacy. New York, New York: Education Division, 1972, 17. ED 081 876 ERIC Clearinghouse.

Acting on the proposition that the "quality of our schools must not depend on the economic or racial quirk of fate imposed upon the neighborhood in which a child's parents happen to live," this Urban League handbook provides guidelines for low-income parents to judge the quality of their children's schools.

Ombudsman for parents' grievances? The Times Educational Supplement. London, England: April 21, 1972, 2970, 3.

Roper, D. Parents as the natural enemy of the school system. Phi Delta Kappan, December 1977.

Through the brief history of education in America, says Mr. Roper, school people have fought parents through compulsion, consolidation, and centralization of power. He presents an anatomy of the sometimes covert but often overt antagonism.

Scriven, G. H. Teachers working with parents in schools. Peabody Journal of Education, October 1975, 53, 53-56.

Warner, R. W. Jr. Consulting with parents. The Personnel and Guidance Journal, September 1974, 53, 68-70.

Weinberg, F. Schooling and the new parenthood. The Journal of Negro Education, Summer 1971.

Wan Geel, T. Authority to control the school program. Lexington, Ma: D. C. Heath, 1976.

POLITICAL ASPECTS OF SCHOOL-COMMUNITY RELATIONS

Politics of Education

Agger, R. G., & Marshall, G. Who will rule the schools?

This book covers effectively many topics such as educational modernization, change and stability in citizen orientations toward the schools, innovations in teaching techniques and citizen school orientations, and the school budget elections, defeats, and dynamics.

Agger, R. E., Goldrich, D., & Swanson, B. E. A political decision-making model. In W. D. Hawley & F. M. Wirt (Eds.), The search for community power. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

American Association of School Administrators. Politics and education: A series of twelve essays focusing on questions and issues around which policy evolves. Washington, D.C.: Author, 1970.

Ashbaugh, C., & Thomas, N. C. Education in national politics. Educational Leadership, 1976, 34(1), 73.

Bailey, S. K. Frost, R. T., Wood, R. C., & Marsh, P. E. Schoolmen and politics. Syracuse, New York: Syracuse University Press, 1962.

Baldrige, J. V. (Ed.). Academic governance: Research on institutional politics and decision making. Berkeley, California: McCutchan Publishing Corporation, 1971.

Barber, J. D. Citizen politics. Chicago, Illinois: Markham, 1972.

Bendiner, R. The politics of schools. New York: Harper & Row, 1969.

The author gives a historical perspective to changing roles and power bases in American education. He carefully analyzes the most

recent past which gives perspective to current crises, which are illustrated by specific case studies. The cases indicate the source of conflict and the resolution of the problem. Topics included are school integration, teacher militancy, school taxes, State support of schools, decentralization, and consolidation. Throughout the narrative and case descriptions, one can find many examples of groups influencing the school.

Bogdaner, V. Education politics and reform of local government.

Oxford Review of Education, 1976, 2(1), 3-15.

Bowles, B. D. Policy: Theoretical and research implications, Who gets what, when, where, and how (Mimeograph). Madison: University of Wisconsin, 1967.

Bowles, B. D. The power structure in state education politics. Phi Delta Kappan, 1968, XLIX(6).

Bromhead, P. Politics and education. Oxford Review of Education, 1976, 2(1), 39-48.

Browder, L. H., Jr. A suburban school superintendent plays politics. In M. W. Kirst (Ed.), The politics of education at the local, state, and federal level. Berkeley, California: McCutchan Publishing Corporation, 1970.

Buckanaga, J. Education and politics: A shotgun wedding (Position paper). Paper presented at the Native American Teacher Corps Conference, Denver, Colorado, April 26-29, 1973. (ED 75161)

Cahill, R. S., & Hencley, S. P. The politics of education in the local community. Danville, Illinois: Interstate Printers & Publishers, 1964.

Campbell, R., & Mazzone, T. L., Jr. State governance models for the public schools. Columbus, Ohio: Educational Governance Project, 1974.

Capelle, J. Politics, a need and danger for education. Oxford Review of Education, 1976, 2(2), 157-160.

Carter, D. G. The principal in the socio-political system of the school. Paper prepared for the annual meeting of the American Educational Research Association, Washington, D.C., 1975. (ED 103 973)

Historically, education has been enshrouded in an apolitical atmosphere. This has contributed to the mythical dichotomy between education and politics. Propagation of the myth has largely been due to what Scher and Usdan refer to as "the historical misinterpretations which have clouded the vision of educators so that many are not cognizant of the political behavior they exhibit, nor the political behavior of their colleagues."

These misconceptions have not always been without some justification; and, due to the narrow interpretation traditionally given politics, educators should be cautious in accepting such a limited perspective.

Cistone, P. J. Municipal political structure and role allocation in educational decision-making; an exploration of one linkage.

Urban Education, 1971, 6, 147-165.

Cohen, W. J. Policy and politics in education. School Review, 1973, 82, 127-129.

Dahl, R. A. Who governs? New Haven, Connecticut: Yale University Press, 1961.

The book deals with the historical patterns of leadership in New Haven and analyzes the current status of leaders and their patterns of influence. In chapter 11 the leadership of the schools is focused on and is seen to reflect the same leadership patterns as the rest of the community. An analysis of one superintendent's leadership role is examined in detail as he resolved a conflict over the appointment of a new administrator.

Devine, D. J. The political culture of the United States. Boston, Massachusetts: Little, Brown & Company, 1972.

Dias, P. V., & Hanf, T. (Eds.). Education and politics; symposium. Comparative Education Review, 1975, 19, 1-176.

Dodson, D. W. Authority, power, and education. Association for Supervision and Curriculum Development Yearbook, 1974, 99-108.

Dunbar, R., & Peterson, P. E. School politics Chicago style. Phi Delta Kappan, 1977, 58(5), 435-436.

Dutil, H. L. Sense of power and its relation to selected teacher characteristics and selected structural characteristics of elementary schools. Unpublished doctoral dissertation, University of Connecticut, 1974.

Dye, T. R. Politics, economics, and educational outcomes in the states. Educational Administration Quarterly, 1967, 3, 28-47.

Dykes, A. Face-to-face with the power elite. Educational Executives' Overview, 1963, 4, 34-35.

Easton, D. A. A framework for political analysis. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Easton, D. A. A systems analysis of political life. New York: Wiley, 1965.

Ehman, L. H. Is voting the only way? Theory into Practice, 1971, 10, 336-339.

Flanigan, W. H. Political behavior of the American electorate (2nd edition). Boston, Massachusetts: Allyn & Bacon, 1972.

Gans, H. The Levittowners: Ways of life and politics in a new suburban community. New York: Pantheon Books, 1967.

Gaynor, A. K. Some implications of political systems theory for alternative demand processing mechanisms for public school systems. Educational Administration Quarterly, 1971, 7(1), 34-45. EJ 34343.

Gehlen, F. The political aspects of small towns and rural schools. Paper presented at National Working Conference on Solving Educational Problems in Sparsely Populated Areas, Denver, Colorado, March 17-19, May 1969.

Gittell, M. The politics of urban education. New York: Praeger, 1969.

Gittell, M., & Hevesi, A. G. The politics of urban education. New York: Frederick A. Praeger, 1969.

This publication provides background reading about urban power structures, especially as related to schools. School integration is taken as a political issue for analysis of the resulting political processes. Case studies are provided to further explore the variety

of processes involved in educational decision-making. School systems are evaluated and reviewed as political systems, with some suggestions for needed structural changes to allow a broader base for political participation.

Goldhammer, K., & Pellegrin, R. J. Jackson County revisited; A case study in the politics of public education. Eugene: University of Oregon, Center for Advanced Study of Educational Administration, 1968.

This is a historical documentation of the political forces and their interplay as exemplified in one school district.

Gregg, R. T. Political dimensions of educational administration. Teachers College Record, 1965, 67, 118-128.

Grittner, K. F. Principals confront the political process. National Association of Secondary School Principal's Bulletin, 1976, 60, 36-42. (Educational Digest, 1976, 41, 16-18)

Guthrie, J. W. Politics and education. The School Administrator, 1970, 5, 7-10.

Halperin, S. Politicians and educators: Two world views. Phi Delta Kappan, 1974, 56, 189-190. (Compact, 1975, 9, 30-31, same.)

Hardy, C. A. Inquiry unit on political participation. Contemporary Education, 1972, 44, 18-19.

Harman, G. Continuities and research gaps in the politics of education. Social Science Quarterly, 1974, 55, 262-281.

Hawley, A. Contact Washington: An educator's directory. Washington, D. C.: Washington Internships in Education, 1969.

Hummell, E., & Spalding, V. How to get politics out of budget decisions.

College and University Business, 1972, 53, 30.

Hunter, D. L., & Hughes, J. F. Education and state. College and

University, 1976, 51(3), 375-377.

Iannaccone, L. Politics in education. New York: The Center for Applied Research in Education, 1969.

This book analyzes the activity of individuals, groups, and associations that seek to influence decision-making at the State and local level. The author clearly shows that education and politics cannot be separated. In the area of local political processes a good review is made of the power structure when boards or superintendents are changed, with resulting possible conflicts.

Iannaccone, L., & Cistone. The politics of education. Eugene, Oregon:

ERIC Clearinghouse on Educational Management, 1974.

It is the purpose of this monograph to provide an orientation and to foster sensitivity to the field of politics of education as it has formed during the past decade. The monograph attempts to review, synthesize, and evaluate selected literature in the field, integrating theoretical analysis and empirical evidence.

Iannaccone, L., & Lutz, F. W. Politics, power and policy: The governing of local school districts. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970.

Jackson, K. O. The politics of school-community relations. Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1971.
(Research Analysis Series, No. 2)

Jackson's monograph is 22 pages long, has an interesting bibliography and comes from a research analysis series published through ERIC. The monograph's purpose is to be a general review of some of the recent literature from 1964 to 1970 dealing with the relations between the school and the community, particularly the politics of the community. Concerning research approaches and techniques, Jackson says there are two main approaches in the study of school-community relations. One is the detailed case study of one district or community; the other is the comparative analysis of a number of districts or communities usually representing different characteristics. For example, urban, rural, suburban. Jackson says that given the recent impetus to studying school-community relations given the divergent methods, techniques, or academic backgrounds or biases of researchers in the area, generalizations lack unanimity. Fortunately, they serve as a function for future research. She maintains that there are three primary generalizations that come from the literature on school-community relations: (a) the main participants in the policy-making process, (b) the influence these participants have on the process, and (c) the effects of community in school settings on the process.

James, H. T. Politics and community decision making in education.

Review of Educational Research, 1967, 37, 377-386.

Jennings, R. E. Politics of curriculum change. Peabody Journal of

Education, 1972, 49, 295-299.

Karns, E. A. Politics: A vital force in education. Educational

Leadership, 1970, 28(1).

Kerr, N. J. A community educational power structure. Unpublished

doctoral dissertation, George Washington University, Washington,

D.C., 1969.

Kimbrough, R. B. Political power and educational decision making.

Chicago, Illinois: Rand McNally, 1964.

Kirst, M. W. (Ed.). The politics of education at the local, state

and federal levels. Berkeley, California: McCutchan Publishing

Corporation, 1970.

The politics of education is a new and still largely "unchartered" area of research concentration. Kirst states that educational problems and issues call for "policy-science" modes of analysis and he thus provides the reader with useful models and interpretations of them.

Kozol, J. Politics, rage and motivation in the free schools. Harvard

Educational Review, 1972, 42, 414-422.

Loving, A. D. Political power, the school, and the culture.

Educational Leadership, 1970, 28(1).

Lutz, F. W. The politics of education. Arlington, Virginia: American

Association of School Administrators, 1970.

Against the myth in America that education and politics exist separate from each other, the author argues for the politics of education. The political aspects of education at the local, state, and federal levels are increasing and pressing us to abandon the traditional myth at all levels. It is criticized that the vast majority of boards of education in the United States still operate in consensual voting patterns providing no public evidence that any portion of the board represents the pluralistic and fragmented opinions, values, and needs. In particular, the political responses by the schools are required toward the political issues and demonstrations in education.

Mann, D. The politics of representation in educational administration.

Education and Urban Society, 1974, 6(3), 297-313. (EJ 104 067)

Masoti, L. H. Education and politics in suburbia: The new trier experience. Cleveland, Ohio: Western Reserve University Press, 1967.

McGivney, J. H. The state politics of education: Toward an emerging theory. Planning and Changing, 1977, 8(2).

McGivney, J. H., & Bowles, B. D. The political aspects of PPBS. Planning and Changing, 1972, 3, 3-12.

McGivney, J. M., & Moynihan, W. The politics of education: The vertical and horizontal dimensions of schools and communities.

The paper argues against the position that the schools must adjust their policies and programs to the demands of the community.

Since most community power scholars have placed a narrow, geographical boundary around the concept of community, they failed to explain the impact of policy inputs originating in areas exogenous to the community. The authors put forth a reconceptualization of the school-community interface that views the school and community not only as interactive systems at the local level (horizontal) but also as subsystems of extra-community macro systems (vertical). In this light school systems can be active agents of change rather than passive pawns of the community power structure. Based on the reconceptualization of schools as a subsystem in the community and the larger society, they developed four ideal types of school-community relationships and the concept of "zone of tolerance."

Meehan, E. J. Educational policy analysis: The logic and the politics. Viewpoints, 1975, 51, 17-32.

Meranto, P. School politics in the metropolis. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970.

During the 1960's American urban school districts became "engulfed in an unprecedented political conflict." By focusing on the impact of "metropolitanization" on suburban and city schools, this book attempts to explain why such turmoil erupted. Much of the analysis emphasizes the failure of city school districts to meet the educational needs of its most recent and rapidly growing clientele--black students.

Miles, W. R. Home-school-community relations as a political process:

Four exploratory case studies of the implementation of individually guided education (IGE) and home-school-community relations (Technical Report No. 360). Madison, Wisconsin: Wisconsin Research and Development Center, 1975.

Miskel, C., Meisner, R., & St. Clair, K. An investigation of the politics of education using two theories of social organization as a conceptual guide. Educational Administration Quarterly, 1971, 7, 64-78.

Mondale, W. F. Politics and the crisis in education. Illinois Education, 1971, 60, 65-66.

Mosher, E., & Wagoner, J., Jr. (Eds.). The changing politics of education; prospects for the 1980's. Berkeley, California: McCutchan Publishing Corporation, 1978.

Moynihan, W. J. Milton school system: A study in politics of education. Unpublished doctoral dissertation, Syracuse, New York, Syracuse University, 1973.

Viewing the school as a subsystem of both the local community and of systems in the larger society, influences upon local curricular and instructional decision-making which originate both indigenous and exogenous to the local community are examined. Five exploratory questions are raised. The analytical framework developed in the study would be applicable to exploring influential power over the decision-making for instructional changes in other school districts.

Musgrove, R., & Locke, M. Power and politics in school systems. Research in Education, 1975, 14, 77-79.

- Nie, N. H., Power, B., Jr., & Prewitt, K. Social structure and political participation: Developmental relationships, Part I. American Political Science Review, 1969, 63, 361-378.
- Nunnery, M. Y., & Kimbrough, R. B. Effective educational leadership is political: A position revisited. Planning and Changing, 1971, 2, 127-139.
- O'Shea, D. The structuring of political processes in suburban school district government. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, Illinois, April 5, 1972.
- Peterson, P. E. School politics Chicago style. Chicago, Illinois: The University of Chicago Press, 1976.
- Politics and the teacher; symposium. Pennsylvania School Journal, 1974, 123, 9-30.
- Ponder, G., & Moseley, P. Federal politics and education--Complexity and inconsistency. Educational Leadership, 1977, 34(4), 305-308.
- Price, S. Pressure groups and the school administrator. Minnesota Journal of Education, 1967, 47, 16-18.
- Pucinski, R. Role of the educator in the political arena. Business Education Forum, 1974, 28, 43-45.
- Raubinger, F. M. Compact for education: A tale of educational politics. Educational Forum, 1972, 36, 441-450.
- Robinson, S. B. Educational policy and the public. Comparative Education Review, 1972, 16, 448-461.

Rogers, D. 110 Livingston Street: Politics and bureaucracy in the New York City Schools. New York: Random House, 1968.

This is a study of the political and social forces that have affected the New York City School System as it has attempted to deal with the desegregation issue (1963-1968). The first part of the study examines the environmental factors which, as in any metropolitan area, can lead to the failure of the school system to meet local needs. The second half deals with the decision making process with emphasis on interest group politics, the school system itself, and city, State, and Federal agencies. It contains an excellent description of civil rights organizations.

Russell, T. G. Political dimensions of educational administration.

Teachers College Record, 1965, 67(2), 118-128.

Sandrow, S., & Apker, W. (Eds.). The politics of education. Bloomington, Indiana: Phi Delta Kappa, Inc., 1975.

This volume makes a significant contribution to the understanding of some of the problems created by the shifting centers of power and responsibility as new social forces continue to keep administrative relationships in a state of flux.

Saxe, R. Mayors and schools. Urban Education, 1969, 4(3), 243-251.

Scher, R. K., & Usdan, M. D. Politics and education: Definitions and realities. Educational Horizons, 1970, 49, 8-14.

Scribner, J. D. The politics of educational reform: Analyses of political demand. Urban Education, 1970, 4(4), 348-374.

The paper demonstrates how the political systems approach can be adapted to the analysis of school systems, and discusses some strengths and weaknesses associated with using this mode of analysis for explaining educational reform in local school systems. Despite some criticisms at political systems analysis in general, as a classification scheme the political systems approach is recognized as a useful conceptual device for analyzing the political life of a school system as well as for describing the political realities of educational reform in the schools.

Scribner, J. D., & O'Shea, D. Political developments in urban school districts. National Society for the Study of Education Yearbook, 1974, 2, 380-408.

Seckinger, D. S. Politics and learned societies. School and Society, 1971, 99, 345-346.

Shalala, D. E., & Kelly, J. A. Politics, the courts, and educational policy. Teachers College Record, 1973, 75, 223-237.

Shanker, A. Education and politics--emerging alliances. Educational Leadership, 1976, 34(2), 132-137.

Shriver, R. S. Politics of education. Adult Leadership, 1970, 19, 146-149.

Sizemore, B. A. Community power and education. Association for Supervision and Curriculum Development Yearbook, 1974, 109-135.

Smith, M. P. Elite theory and policy analysis: The politics of education in suburbia. Journal of Politics, 1974, 36, 1006-1032.

Spring, J. H. Politics of education and political-socialization.

Urban Affairs Quarterly, 1976, 12(2), 257-263.

Stoll, L. Teachers and balance of power in school politics. Educa-

tion Urban, 1977, 9(2), 135-146.

Summerfield, H. L. The neighborhood-based politics of education.

Columbus, Ohio: Charles E. Merrill, 1971.

The notion that local educational decision systems are closed is attacked as faulty. Decision elites are not impervious to public opinion and demand. Conflict between elites and the general public can be managed but not controlled in the educational political system. It is public demand that initiates change or adherence to the status quo.

Thomas, N. C. Education in national politics. New York: David

McKay Company, 1975.

This is a study in public policy making with a focus on a specific policy area of education. Thomas narrowed his concentration to the making of policies underlying programs administered by the U. S. Office of Education covering the process of national educational policy making, this study should be of interest and value to government officials, persons in the education community, and members of the general public who are concerned with the present condition and the future of American education.

Turner, H. E. Mobilizing political power for action. Educational

Leadership, 1970, 28, 40-43.

Recently, there are many struggles for power within the educational power domain. It is assumed that when enough educators can subscribe to a common goal, and thus join one solitary group, then it will be possible to overlook less crucial problems deterring cooperative action. The author proposed two basic approaches to mobilizing political power for educational ends which would be useful for the professional educators in attempting to enlarge their power domain. For a specific action, however, technical procedures should be developed and further empirical studies are needed for verifying the approaches.

Vasconcellos, J. Let's do something about distrust between educators and politicians. Compact, 1974, 8, 2-4.

Verba, S. Readings in citizen politics. Chicago, Illinois: Markham, 1969.

Vereker, C. Public benefits, private vices--impact of politics on education. Oxford Review of Education, 1976, 2(1), 49-58.

Vidich, A. J., & Bensman, J. Small town in mass society. Princeton, New Jersey: Princeton University Press, 1968.

Vitullo-Martin, T. W., & Vitullo-Martin, J. A. The politics of alternative models to the public schools. Final report. California University, Riverside, November 1, 1973. (ED 83737)

Wagner, E. J. Political action for social change. Child Welfare, 1973, 52, 344-349.

Wirt, F. M. Reassessment needs in study of politics in education. Teachers College Record, 1977, 78(4), 401-412.

Wirt, F. M., & Kirst, M. M. The political web of American schools.

Boston, Massachusetts: Little, Brown and Company, 1972.

Wynne, E. The politics of school accountability. Berkeley, California:

McCutchan Publishing Corporation, 1972.

Ziegler, H., Jennings, M. K., & Peak, G. W. The decision-making

culture of American public education. Forthcoming in Political

Science Annual, Hobbs-Merrill Publishers, Indianapolis, Indiana,

1972.

It is contended that "only within the past decade has educational policy making come to be widely recognized as a political process."

By focusing upon the local school district as a policy level, the paper indicates the way in which participants influence local education politics. In particular, on the basis of the review of related literature on power and exchange between the school board and the superintendent, it is concluded that "the decisional culture of the schools is, to generalize, insulated from the political process, routinized, and dominated by the administration." But, the press for change is directed toward a reallocation of power. Consequently, research on educational policy making receives serious consideration from the political scientist as well as from educational administration scholars. Furthermore, the paper emphasizes "to shift from efforts at the probable consequences of re-allocation of powers, or decentralization," in educational research.

This review paper provides insight into understanding the power exchange between the school board and the superintendent at the local school district level.

Zeigler, H., & Peak, W. Political functions of the educational system.

Sociology of Education, 1970, 43, 115-142.

Community Power

- Agger, R. E., & Goldstein, M. N. Who will rule the schools: A cultural class crisis. Belmont, California: Wadsworth, 1971.
- Aiken, M., & Mott, P. E. (Eds.). The structure of community power. New York: Random House, 1970.

In a single volume this work brings the best of the knowledge about community power structures together. Included are historical perspectives, identification of critical factors in the employment of power, relationships of formal and informal centers of power, and comparative studies across diverse settings. Most immediately relevant for the administrator is the section dealing with methodological bases for identifying power centers in the community. Each of the major schools of thought is identified and the means employed are presented in some detail.

- Ban, J. R. Community study; with feeling. National Association for Secondary School Principals, 1977, 61, 51-56.
- Bang, J. S. Social and social psychological correlates for community action potential. Unpublished doctoral dissertation, University of Wisconsin, Madison, 1972. (Bibliography)
- Barraclough, T. Community control of schools. Educational Management Review Series, 1973, No. 26. (ED 084621)
- Billings, C. Community control of the school and the quest for power. Phi Delta Kappan, 1972, 53, 277-278.
- Bonjean, C. M. (Compiler). Community politics: A behavioral approach. New York: Free Press, 1971. (Bibliography)

Boyd, W. L. Public, professionals, and educational policy making:

Who governs? Teachers College Record, 1976, 77(4), 539-577.

Bruss, L. R. Local control: An overview of conflicting voices.

Paper presented at the Annual Convention at the National School

Boards Association, Miami Beach, Florida, April 1975. (ED 105656)

Carver, F. D., & Crowe, D. O. An interdisciplinary framework for the study of community power. Educational Administration Quarterly.

Recent literature on community power structure is marked by an appeal for a research design which will "neutralize the bias of methodological analysis" and the academic orientation of the investigation, and produce equally valid results in any community setting. It is the intent of the writers of this article to present such a framework. Their purpose is to synthesize previously used concepts and methodologies, suggest additional variables, and indicate implications of the suggested framework for educators, researchers, and scholars interested in the study of community power structure.

Clark, T. N. Power and community structure: Who governs, where and when? The Sociological Quarterly, Summer 1967, 291-316.

Based on the differentiated conception of the community, this paper is concerned with a series of three questions: Who governs?--what is the nature of the community power structure; Where?--in what kinds of communities; and When?--under what conditions. To answer these questions, the paper develops a series of propositions relating tendencies toward different types of power structure with crucial community variables.

Conner, D. M. Understanding your community (Revised edition).

Ottawa, Canada: Development Press, 1969. (Bibliography)

A critique of the ruling elite model. In F. G. Castles, D. J. Murray,
& D. C. Potter (Eds.), Decisions, organizations and society.

Harmondsworth, England: Penguin Books, 1971.

Conway, J. A., Jennings, R. E., & Milstein, M. M. Understanding
communities. Englewood Cliffs, New Jersey: Prentice Hall, 1974.

The basic premise of the authors is that public opinion is important to policy-makers, especially in a society steeped in a tradition of democratic participation in decision-making. Publics do influence policy, whether or not policy-makers request their input. It is definitely better to have a feeling for the positions of individuals and groups in the community regarding policy matters before a course of action is decided upon than to make decisions and then be abruptly and unhappily confronted by community dissatisfactions. The authors believe that administrators will increasingly be called upon to display a firm understanding of their communities. The context of this book is intended to provide them with the basic tools for developing that understanding. The procedures discussed should be useful to any public administrators, but they are specifically directed to the needs of educational administrators.

Cronin, J. M. The control of urban schools. New York: The Free Press, 1973.

Davies, D. The emerging third force in education. Inequality in Education, 1973, 15, 5-12.

Dick, H. R. A method of ranking community influentials. American Sociological Review, 1960, 25, 395-399.

Easthope, G. Community, hierarchy and open education. London, England: Routledge & Kegan Paul Ltd., 1975. (Chapter 3)

Estes, N. Marshalling community leadership to support the public schools. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, Fastback Series, 1974, No. 35. (ED 88209)

Falkson, J. L., & Gramier, M. A. Neighborhood school politics and constituency organizations. School Review, 1972, 81, 35-61.

Fantini, M., Gittell, M., & Magat, R. Community control and the urban school. (Introduction by K. B. Clark.) New York: Praeger, 1970.

A comprehensive study of the participation issue in urban public schools. Tracing the development of public education and the bureaucratization of school systems since the 1900's, the authors examine where and for whom the attempt to provide universal education failed. They offer a persuasive case for community control as a means of achieving the participation they consider to be an intrinsic part of the education process.

Fein, L. J. The ecology of the public schools: An inquiry into community control. New York: Pegasus, 1971.

The "best" relationship between communities and their schools has been a matter of concern in American educational theory and practice since public schools were created. Until recently, the

issue was debated primarily at the local level, with each of the thousands of school districts seeking its own truth. Now the issue has taken on a major national dimension, and has become far more visible than it traditionally has been. Fein states that there are very serious issues at stake in the debate over community control of the schools. This book seeks to state those issues in their most general context, and thereby, to insure that the debate will not be left solely to those who appear to have the most immediate interest in their solution.

Fitton, J. B., & Easthope, G. Community, hierarchy and open education.

Educational Research, 1976, 18(2), 157-158.

Foshay, A. W. Problem of community. The Education Digest, 1974,

40, 50-53.

Frederickson, G. (Ed.). Neighborhood control in the 1970's. New

York, New York: Chandler Publications, Intext Press, Inc.,

1973.

Fifteen essays explore the practical and theoretical issues confronting both politicians and administrators as they attempt to meet citizen's demands for greater control over the institutions that affect their lives. The contributors analyze the implications of increased citizen participation and offer interesting insights on many topics.

Freeman, L. C., Fararo, T. J., Bloomberg, W., & Sunshine, M. H.

Locating leaders in local communities: A comparison of some

alternative approaches. In W. D. Howley & F. M. Wirt (Eds.),
The search for community power. Englewood Cliffs, New Jersey:
 Prentice Hall, 1968.

Gehlen, F. L. The political aspects of small town and rural schools.
 New Mexico State University, University Park. ERIC Clearinghouse
 on Rural Education and Small Schools. 1969. (ED 030502)

Schools are political in that they are creatures of the state
 and are operated by tax monies. Political pressure is applied from
 groups of local citizens and local chapters of national pressure
 groups. Many argue that the real locus of power affecting schools
 rests in the power structure of the community. The type of power
 structure may be related to such factors as size of the community and
 its past tradition of political involvement.

Graham, G. The public school in the American community. New York:
 Harper and Row, 1963.

In this sociological study of the school and its setting, the
 author carefully develops the sociological backgrounds that have
 led to current influences and pressures on American schools. In
 addition to this background, he thoroughly examines both formal and
 informal groups from national to local level as they relate to public
 schools. The book gives insights on how these groups operate and why.

Gustofson, T. J. Variables which affect the success of educational
 pressure groups. Paper presented at the Annual Meeting of the
 American Educational Research Association, Minneapolis, Minnesota,
 March 1970.

This study is attempted to determine what characteristics are common to pressure groups which effectively influence educational policy. From the reviewed literature eight variables are identified by (1) the critical situation in the community, (2) the quality of leadership of the pressure group; (3) the prestige of the group; (4) the economic control, (5) the channels of communication; (6) the shared goals and attitudes; (7) the group solidarity; and (8) the strategy the group would implement to achieve its objectives. By operationalizing these variables, a questionnaire-interview schedule was developed and fifty-six pressure group leaders and forty-two educational personnel were interviewed.

This study provides insights into understanding certain variable characteristics of effective educational pressure groups.

Hatton, B. Community control in retrospect: A review of strategies for community participation in education. Paper presented at the Conference on Community Participation in Education, Madison, Wisconsin, December 1974.

The current challenge to traditional forms of urban school government has been caused both by inadequacies of structure and performance in the schools and by broader social and political trends outside of the schools. For many concerned about the problems of urban education, decentralization of school systems has seemed a necessary step. Even recent variations on the call for decentralization have included calls for "community control," "empowerment

of the poor," "community participation". Educational planners and urban policy analysts seem to be concentrating on re-organizational approaches in the formulation of public policy to address what is termed the "urban crisis."

Hawley, W. D., & Wirt, F. M. (Eds.). The search for community power. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Hegeman, E. (Comp.) Anthropology and community action (1st ed.). Garden City, New York: Anchor Books, 1974.

Hellerman, W. How big is your community? National Association of Secondary School Principals, January 1974, 58, 32-37.

Hill, W. B. Community power structure and the operation of a selected school system. Unpublished doctoral dissertation, University of Massachusetts, Boston, 1972.

Hollander, E. P. Leaders, groups, and influence. New York: Oxford University Press, 1964.

Hughes, L. W. Know your "power" structure. American School Board Journal, 1967, 154, 33-35.

Hunter, F. Community power structure, a study of decision makers. Garden City, New York: Doubleday, 1963.

The basic assumption underlying the reputational methodology used by Hunter is that reputations for influence are an index of the distribution of the influence. Hunter assigns the community "power structure" to those individuals most often named by selected respondents from a given list.

Iannacone, L., & Lutz, F. W. Power, politics and policy: The governing of local school districts. Columbus, Ohio: C. E. Merrill Publishers, 1970.

Kohl, H. Community control: Failed or undermined? Phi Delta Kappan, February 1976, 57, 370+.

Lane, W. R. Community power structures in education--a review of the research and some implications for educational administration. Unpublished doctoral dissertation, University of Iowa, Iowa City, 1967.

Community power and influence will always be present as major factors in the administration of schools. The myth that schools are outside or should be kept out of politics is practically abandoned. The increased emphasis upon an inter-disciplinary approach to the preparation of school administrators reflects the growing realization that the superintendent must deal with a myriad of political and social forces operating within this community.

Little study has been done on the relationship between national power structures, state power structures and education at a local level. We also lack studies which give us insight into the rapidly evolving power and influence of the voice of minorities. Yet schools are in the middle of all of this.

Lapinsky, A. A. An analysis of the power structure and decision making process at the community school level within a school district. Unpublished doctoral dissertation, Syracuse University, Syracuse, New York, 1973.

Levin, H. M. (Ed.). Community control of schools. Washington, D.C.:
Brookings Institution, 1970.

The Brookings Institution sponsored a Conference on the Community School in December, 1968. For the Conference, experts drawn from a variety of disciplines and experiences prepared ten papers, which became the basis for a two-day discussion of the objectives, policies, and mechanics of community control of big-city schools by some thirty participants. This volume presents the papers, together with an introduction and a summary of the conference discussion by Henry M. Levin.

Longstreth, J. W. Knowing who's who in 'power structure' can pay dividends. American School Board Journal, August 1966, 1, 10-11.

Realizing the value of listening to the influential leaders in the community, study was made of the materials collected in two power structure research surveys, conducted at the University of Florida. It reports "Who are the persons to whom the educator should pay special attention when attempting to gain insight into the power structure of his school district." Representatives from 15 groups were asked to name the persons he felt were the leaders of his own community. Even though there are considerable variations among the groups, the findings of this study would be beneficial to the professional educator in discovering the community influentials by seeking information from any of the persons whose occupations are listed near the top of the efficiency ranking. The measurement of

the efficiency rank of each grouping would be useful to verify the informants of the community power structures in further studies.

Maguire, J. W. School principals and community power structure.

Intellect, Summer 1974, 102, 510-511.

Marsh, C. Structure of community power and community decision making.

Adult Leadership, September 1964, 12, 71-72.

This article presents an eight-step process for social action. It reviews the literature on community power based on both pyramid and pluralistic models, and is a good review for community change agents.

McCarty, D. J. How community power structures influence administrative tenure. American School Board Journal, 1964, 148, 11-13.

McClendon, E. J. Is local control of education dead or dying.

Educational Digest, April 1977, 42, 22-23.

McDaniel, R. P. Community influentials, power structures and special interest groups and their influence on individual trustees in a selected school district: A case study. Unpublished doctoral dissertation, University of Southern California, 1973.

McDaniel did a community power study in a rapidly changing suburban community. He found that rapidly growing districts will be split by old and new community members and that influentials are generally not participants in school issues.

McNeely, R. Another look at community control. Crisis, May 1976, 83, 161-162+.

McSwine, B. L. Need for community control of education. Black Scholar, December 1974, 6, 9-15; Reply with rejoinder, A. Stein, March 1975, 6, 43-47.

Meranto, P. Community power structures and the governance of schools.

Urbana, Illinois: Department of Political Science, University of Illinois, and Institute of Government and Public Affairs.

Interest in identifying a core of influential individuals who control the making of governmental decisions has existed ever since the institution of government emerged. Within the last decade or so this interest has become a major area of systematic study for numerous sociologists and political scientists who have focused on analyzing the nature of community power structures in American cities. Meranto presents an overview of the key issues in this area, summarizes what social scientists think they have discovered about local power structures, and suggests how these findings relate to the governance of education.

Minar, D. W. (Ed.). The concept of community. Chicago, Illinois: Aldine Publishing Company, 1970.

The concept of community is a complex, usually unanalyzed, abstraction. It is often a source of confusion because it stands for many things. This book is an attempt to explore some of the literature that deals with the varieties and phases of community.

Multiunit schools and their communities. Elementary School Journal, November 1974, 74(2), 103-111.

Norton, S. M. Know your community in ten easy lessons. Clearing House, September 1968.

O'Brien, D. J. Neighborhood organization and interest group processes. Princeton, New Jersey: Princeton University Press, 1975.

This book gives a complete analysis of neighborhood organizations and why many efforts to uplift the poor, particularly blacks, have not met with great success. O'Brien's approach is to look at what has happened in the past from a theoretical perspective, demonstrating most convincingly how some very critical organizational concepts in community development have been taken too lightly or completely disregarded.

Ohare, D. Education and community. Social Studies, 1976, 5(1), 96-99.

Ornstein, A. C. Metropolitan schools: Administrative decentralization vs. community control. Metuchen, New Jersey: Scarecrow Press, 1974.

Pfautz, H. W. et al. Community control of schools. Washington, D.C.: Brookings Institution, 1970.

Perrucci, R., & Pilisuk, M. Leaders and ruling elites: The inter-organizational bases of community power. American Sociological Review, 1970, 35, 1040-1057.

Polsby, N. W. Community power and political theory. New Haven, Connecticut: Yale University Press, 1963.

Porter, D. O., & Porter, T. W. Searching for models of community influence in schools: A theoretical model and a study of

independent schools. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, Louisiana, February 1973. (ED 85275)

Powers, R. C. Identifying the community power structure (Extension Publication No. 19). Ames, Iowa: Iowa State University Cooperative Extension Service.

Presthus, R. Men at the top: A study in community power. New York: Oxford University Press, 1964.

Prewitt, K. The recruitment of political leaders: A study of citizen-politicians. Indianapolis, Indiana: Bobbs-Merrill Company, 1970.

Provus, M. In search of community. Phi Delta Kappan, June 1973, 54, 10.

Riker, W. H. The study of local politics. New York: Random House, 1955.

Riker's particular objective is to provide undergraduate students in the area of political science with field research methods to study local politics. As such, he has much to say for the schoolman who would try to discover the political status of his local community. The author gives suggestions of questions to ask and develops a series of interviewing approaches and tips.

Rogers, M. F. A theoretical approach to community power, influence and decision making. Unpublished doctoral dissertation, University of Massachusetts, Boston, November 1971.

Rossetti, A. D. An analysis and comparison of decision making at the community level in a school district. Unpublished doctoral dissertation, Syracuse University.

Rossetti used Hunter's and Dahl's methods for community power analysis in three districts. He found that there were two categories of decision makers: 1) elite decision makers, elected officials and selected businessmen, and 2) a substructure of participants.

Shaw, P. C., & Tronzo, L. A. Community constraints on academic planning: Myths and realities. Paper presented at the Annual Conference of the Society for College and University Planning, Atlanta, Georgia, August 1972. (ED 067973)

Spiess, J. A. Community power study applications to educational administration and supervision. Toledo, Ohio: University of Ohio, Department of Education Administration and Supervision, 1971.

This report discusses theories about and studies on the relationship between school districts and community power structures. It offers practical techniques for decisionmakers to use in dealing with such power structures. Various participants and influentials in the community power structure are identified and discussed. Two major typologies are presented: (1) the sociology-based or reputational, and (2) the issue analysis. The author suggests that while most studies support the reputational point of view, educational administrators, by assigning greater emphasis to issue analysis, would fare better in dealing with power structures.

Steinberg, L. S. The revival of local control in suburbia. Paper presented at American Educational Research Association Annual Meeting, New Orleans, Louisiana, February 1973. (ED 077102)

Swan, M. D. Principals and teachers: Study your community. In Selected articles for elementary principals. Washington, D.C.: Department of Elementary Principals, NRA, 1968.

This paper criticizes that school teachers know almost nothing about their community or about the most important forces that affect their pupils. Many teachers have not been familiar with or interested in local problems, particularly problems of the school district.

Thompson, P. V. Jr. A case study: Community influence upon curriculum.

Fort Lauderdale, Florida: Nova University, June 1974. (ED 095985)

Turner, H. Mobilizing political power for action. Educational Leadership, October 1970, 28, 40-43.

Vidich, A. J., & Benson, J. Small town in mass society. Princeton: Princeton University Press, 1958.

Warren, D. I., & Warren, R. Different strokes for different neighborhoods--A community leader's handbook. Psychology Today, June 1975.

This brief guide can help you diagnose your neighborhood and select the best prescription for effective action. Warren has identified eight neighborhood characteristics that are pivotal for organizational action and change. The characteristics are listed in terms of eight questions to ask yourself about your own neighborhood. The author has also identified seven strategies that are frequently

used by successful activists. These strategies are listed on a chart and marked according to their probable effectiveness.

Warren, R. L. Studying your community. New York: Russell Sage Foundation, 1955.

Though somewhat outdated, the book covers the various sectors of community life (e.g., background, economic structure, government, housing, and education.) It provides a useful guide to the ways into the vast amount of information available within the local community. With a basic understanding of the community institutions and their modes of operation described in this book, the reader is in a better position for tracking down needed information. Chapter 18 carries through the basic steps involved in surveying citizens but little detail is provided.

Wilcox, P. Changing conceptions of community. Educational Leadership, May 1972, 29, 681-686. (Bibliography)

Zeigler, L. H. et al. How school control was wrested from the people. Phi Delta Kappan, March 1977, 58, 534-539.

Zwiebach, B. Democratic theory and community control. Flushing, New York: City University of New York, Institute for Community Studies, March 1969. (ED 050205)

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Anderson, P. S. How to conduct a solid community survey on a shoe-string. American School Board Journal, 1973, 160(10), 24-20.

Babbie, E. R. The practices of social research. Belmont, Calif.: Wadsworth Publishing, 1975.

Babbie, E. R. Survey research methods. Belmont, Calif.: Wadsworth Publishing, 1973.

Backstrom, C. H., & Hursh, G. D. Survey research. Evanston, Ill.: Northwestern University Press, 1963.

This book was written for political scientists and political sociologists but applies equally well to community study by school personnel. It is a practical primer on how to carry out a survey. The authors take the reader, step by step, through the entire process from drawing a sample, through question writing, to fieldwork, and data processing. Many useful ideas are offered. This is a highly recommended book for reinforced understandings of the survey.

Bowles, B. D., & Fruth, M. J. Research on home-school-community relations for individualized schooling. Madison: The University of Wisconsin, 1976. (Mimeographed)

Bowles, B. D. School administrator's interview handbook: Simformation 4. Madison: University of Wisconsin, 1978.
(CCL Document Service)

Brown, S. R. Significance of Q technique and its methodology for political science. Paper presented at a meeting of the Midwest Political Science Assn. Chicago, May 1974.

Carinel, C., & Kahn, R. Interviewing. The handbook of social psychology (2nd ed., Vol. 2). Reading, Mass.: Addison-Wesley Publishing Co., 1968.

Charters, W. W. Public relations. Encyclopedia of educational research (3rd ed.). New York: Macmillan, 1960.

Costner, H. L. (Ed.). Sociological methodology 1971. San Francisco: Jossey-Bass, Inc. Publishers, 1971.

The third volume in a series sponsored by the American Sociological Association, this book presents perspectives on social research methods with guidance on certain methodological problems. Part One concentrates on data production; Part Two on measurement errors in regression and path analysis; Part Three on certain process models; and Part Four on measures of association and prediction research. This is a highly complex work but could be valuable for deeper understanding of the research tools of sociology.

Davis, J. A. Elementary survey analysis. Englewood Cliffs, N. J.: Prentice-Hall, 1971.

This book is part of a series dealing with the methods of the social sciences. The emphasis is restricted to those analytic tools of a nonparametric nature (as Yule's Q and Gamma). The approach is

for a nonmathematical understanding with sufficient explanation so that the technique can be applied.

Dexter, L. Elite and specialized interviewing. Evanston, Ill: Northwestern University Press, 1970.

Educational leadership planning survey for the Manhattan public schools III community survey. Topeka, Kansas: Kansas State Department of Education, 1972b.

Emmert, P., & Brooks, W. (Eds.). Methods of research in communication. Boston, Mass.: Houghton Mifflin Co., 1970.

The chapters in this book differ in range and level of difficulty. Many areas of research are discussed including the Q-sort technique, content analysis, rating scales, nonverbal analysis, and interaction analysis.

Ennis, R. On causality. Educational Researcher, 1973, 2(6).

Fox, D. J. The research process in education. New York: Holt, Rinehart and Winston, Inc., 1969.

Gish, E. A study designed to determine the feasibility of adapting a Gallup/Kettering model of surveying the public in local school districts. Unpublished doctoral dissertation, University of Virginia, 1972.

Glaser, B. G., Strauss, A. L. The discovery of grounded theory: Strategies for qualitative research. Chicago, Ill.: The Aldine Publishing Co., 1967.

This book is an interesting annotation and interpretation about how sociologists derive theory from data. The major strategy that they will emphasize for furthering the discovery of grounded theory is a general method of comparative analysis. Previous books on methods of social research have focused mainly on how to verify theories and over-emphasize current sociology on the verification of theory, and de-emphasize the prior step of discovering what concepts and hypotheses are relevant for the area that one wishes to research. It is a very important book in the development of the validity and reliability of case studies.

Good, C. V. Essentials of educational research. New York:

Appleton-Century-Crofts, 1966.

Chapter V (pp. 190-281) entitled "Survey: Description, Analysis, Classification," offers many valuable ideas concerning the school-community survey. Included is historical development of the uses of the survey for educational analysis in local communities, contrasts, and comparisons between interviews and questionnaires, and a variety of techniques for discovering facts about the community. Contains a useful background chapter with a good bibliography up to the mid-1960s.

Gorden, R. L. Interviewing: Strategy, techniques, and tactics.

Homewood, Ill.: Dorsey, 1969.

The author has gathered together a wealth of information and techniques for this specialized area of gathering information. "The intent is to increase sensitivity to a broad spectrum of communication problems; to present a wide assortment of interviewing tools, and to introduce a frame of reference useful in bringing the tools to bear on these problems." This quotation from the Preface is not mere boast; it has been well achieved in this highly readable book. As a further bonus there is an excellent bibliography. Highly recommended.

Iannaccone, L. The field study in educational policy research.

Address prepared for the University of Wisconsin-Madison Conference "Policy Research: Methods and Implications", 1974.

(Mimeographed)

Jackson, J. S., III, & Shade, W. L. Citizen participation, democratic representation and survey research. Urban Affairs Quarterly, 1973, 9, 57-59.

Jensen, P. Public understanding of education as a field of study.

Report of a conference co-sponsored by Project Public Information, Stanford University, 1967.

Karabel, J., & Halsey, A. H. (Eds.), Power and ideology in education.

New York: Oxford University Press, 1977.

The field of educational research has in recent years advanced in many ways. Accompanying this progress is a "bewildering proliferation of writing," made very unmanageable by the failure of the educational research community to communicate effectively across national and disciplinary boundaries. Bringing together contrasting academic and personal backgrounds Karabel has tried to present the various

theories and methods that have been characteristic of the last 10 to 15 years.

Kerlinger, F. N. Foundations of behavioral research (2nd ed.). New York: Holt, Rinehart & Winston, 1973.

An excellent overview of research and research techniques that have general application. The section dealing with techniques for ascertaining, attitudes, details, and approaches," may have value for community survey approaches. There is also a highly readable set of chapters dealing with analysis and analytic techniques.

Lecompte, M. D. The uneasy alliance of community action and research. School Review, 1970, 79, 125-32.

Levine, M. Scientific method and the adversary model. American Psychologist, 1974.

Lohnes, P. R., & Cooley, W. W. Introduction to statistical procedures: With computer exercises. New York: John Wiley, 1968.

For the staff person in the schools looking for a book that integrates elementary statistics with computer thinking, this is it. This is a highly recommended text for integrating the machine and the technique.

Lurtz, F. W., & Ramsey, M. A. The use of anthropological field methods. Educational Researcher, 1974, 3(10).

Lutz, F. W., & Iannaccone, L. Understanding educational organizations: A field study approach. Columbus, Ohio: Charles E. Merrill, 1969.

A book on research methodology focusing on system-environment relations. It presents approaches to the study of power in communities and attaches the approaches to methodological procedures. Particularly useful are: Chapter V on observation methods; Chapter VI on analyzing data; and Chapter VII which deals with the organization of findings.

Maskel, C., Meisner, R., & St. Clair, K. "An investigation of the politics of education using two theories of social organization as a conceptual guide." Educational Administration Quarterly. Columbus: Ohio UCEA, 1971.

This is an interesting piece of research formulating hypothesis and theories using some of the social psychological constructs as well as political theory constructs. Research is then done in three or four midwest states, 1968-1969, using statistical methods in field methodology.

Mendenhall, W., Ott, L., & Schraffer, R. L. Elementary survey sampling. Wadsworth Publishing Co.: California, 1971.

National School Public Relations Association. How to conduct low cost surveys: A profile of school survey and polling procedures. Arlington, Va.: Author, 1973.

The breakdown of the once effective informal communications channels have made surveys a vital tool in the hands of the school

administrator. Provides guidelines for making such surveys economical, accurate and practical.

National School Public Relations Association. Polling and survey research. Arlington, Va.: Author, 1973.

This publication declares that the same problems that keep information from flowing out of schools keep information from flowing in. Research is cited on the pros and cons of the interview vs. the questionnaire, various methods of constructing poll questions and analyzing data. Also describes model survey techniques. Prepared by the ERIC Clearinghouse on Educational Management.

National School Public Relations Association. Question Bank. (A list of tested questions used by school districts.) Arlington, Va.: Author, 1973.

Nie, N., Bent, D. H., & Hull, C. H. SPSS: Statistical package for the social sciences. New York: McGraw-Hill, 1975.

This is an essential manual for employing the computer with those statistical techniques that are frequently helpful in survey analysis. It is an excellent companion text for developing an understanding of the computer, reading and interpreting computer printouts. and understanding the arrangements and use of certain statistical programs. Highly recommended for those who have computer resources available.

Oppenheim, A. N. Questionnaire design and attitude measurement. New York: Basic Books, 1966.

The author uses the term "questionnaire" to fit both the interview and questionnaire formats. As such, there is much valuable information for the schoolman whether he is constructing an interview

schedule or a questionnaire. The book focuses upon design problems, question working, ways of establishing attitudes, and ways of quantifying the resultant information for analysis. At the end of each chapter there is a useful bibliography that provides access to further sources for the interested reader.

Ornstein, A. Research on decentralization. Phi Delta Kappan, 1973, 54(9), 610-614.

Parten, M. Surveys, polls, and samples. New York: Harper & Row, 1950.

A pioneering book in the field of survey research process. Provides in-depth explorations of all facets of surveying from planning, to doing the fieldwork, to preparing the report of the findings. Highly readable, it includes both advantages and disadvantages of various procedures. A thorough bibliography of works related to survey research up to 1950 is included.

Payne, S. I. The art of asking questions. Princeton, New Jersey: Princeton University Press, 1951.

An excellent "do's and don'ts" book on question stating. As the author notes in his preface, "The art of asking questions is not likely ever to be reduced to easy formulas." All that he offers the reader is his substantial observations as a researcher on the most common problems encountered by those who write survey questions and some practical ways to avoid pitfalls. The book probably presents one of the most complete treatments of this topic available.

Richardson, S. A., Dobrehnwend, B. S., and Klein, D. Interviewing.
New York: Basic Books, 1965.

An in-depth analysis of the interview process. Focus is on interviewer-interviewee relationships, how they develop, constraints, and construction of a "facilitating" environment. The authors cover a wide range of interviewing situations, discussing the impacts of content, personality, geographical locus, and the structure of the interview instrument itself.

Riker, W. H. The study of local politics. New York: Random House, 1955.

Riker's particular objective is to provide undergraduate students in the area of political science with field research methods to study local politics. As such, he has much to say for the schoolman who would try to discover the political status of his local community. The author gives suggestions of questions to ask and develops a series of interviewing approaches and tips.

Rosenberg, M. The logic of survey analysis. New York: Basic Books, 1968.

This book is devoted to that segment of the survey process that is concerned with abstracting meaning from the data. The author highlights the logic or reasoning behind the operations of analysis. Since it deals specifically with surveys and survey analysis, it is very appropriate for the schoolman. It is well written with good

examples and does not assume advanced knowledge of mathematics. This is another book that is highly recommended for advancing the knowledge-base and understandings of analysis.

Rossan, S., & Levine, N. Field Methods: A course for teaching non-laboratory research methods. Bulletin of British Psychology, 1974, 27.

The authors feel that a methods course such as Field Methods forms an important learning experience for students in the development of professional competence. A course such as this allows students to become familiar with nonlaboratory research methods, to develop certain fundamental skills that are important in all research methodologies, and to explore various topics which relate to people living in society.

Schuman, H., & Duncan, O. D. Questions about attitude survey questions. Sociological Methodology, 1973-74.

Selltiz, C., Wrightsman, L. S., & Cook, S. W. Questionnaire construction and interview procedure. Research Methods in Social Relations (3rd ed.). New York: Holt, Rinehart, & Winston, 1976.

Early in planning research investigators will weigh the merits of several techniques for collecting the desired data and decide whether to use a questionnaire or some other method. Assuming that the study director has decided to use a questionnaire, this appendix presents the entire process of its construction divided into the

following six steps: deciding what information should be sought, deciding what type of questionnaire should be used, writing a first draft, re-examining and revising questions, pretesting, editing the questionnaire, and specifying procedures for its use.

Sieber, S. The integration of fieldwork and survey methods. A.J.C., 1973, 78.

Stephan, F. F., & McCarthy, P. J. Sampling opinions: An analysis of survey procedure. New York: John Wiley, 1963.

An excellent source book that systematically develops understandings of sampling. Part I deals with background material for conceptual understanding and application. Part II concentrates on analyses and empirical studies; and Part III is a synthesis, reviewing understandings and interpreting for application.

Survey Research Center. Interviewer's manual. Ann Arbor, Mich.: Institute for Social Research, 1969.

Constructed as a guide book for interviews in the Survey Research Center, the manual covers interviews and sampling "do's and don'ts." The contents of the manual reflect the extensive experiences of the Center. It can well be used by school district personnel to gain insights into the surveying and interviewing processes.

Webb, E. J., Campbell, D. T., Schwartz, R. D., & Sechrest, L. Unobstrusive measures: Nonreactive research in the social sciences. Skokie, Ill.: Rand McNally, 1966.

An excellent source for understanding the theory and application of those measures that do not involve a direct contact with respondents or subjects. As an example of an unobtrusive measure the number of broken windows in a school building may indicate a level of student alienation. The authors explore types of unobtrusive measures as well as the problems in interpreting such indicators.

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Boocock, S. S. School as a social environment for learning: Social organization and micro-social process in education. Sociology of Education, Winter 1973, 46, 46-50.

Booher, D. E. Citizen participation in planning: Selected interdisciplinary bibliography. Monticello, Illinois: Council of Planning Librarians, 1976. (Exchange bibliography No. 718)

Books you should have read this year, and still can. American School

Board Journal, December 1974, 161, 19-32+. (Annotated)

Bridge, R. G. Parent participation in school innovations. Teachers

College Record, February 1976, 77, 366-384. (Bibliography)

Brock, H. C. Parent volunteer programs in early childhood education;

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Illinois: Council of Planning Librarians, 1977. (Exchange

bibliography no. 1290)

Budd, R. W., Thorp, R. K., & Donohew, L. Content analysis of com-

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1967.

There is an excellent annotated bibliography of over 300 works in the field of content analysis included in this work. The purpose of the book is to indicate ways that content analysis can be used or applied. Many of its examples are drawn from the mass media although a wider scope of application is implied. A good resource book for basic understandings and techniques.

Cahill, R. S., & Hencley, S. P. (Eds.). The politics of education

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A detailed report of the findings, thoughts, and papers resulting from an interdisciplinary conference which examined the dynamics of

politics in education, the focus is on community decision-making as it relates to schools. The authors present a good theoretical model for decision-making and provide research tools for analyzing the community decision-making process. Some examples are included, as is an extensive bibliography.

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